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ABSTRACT

This instructor's guide contains materials for a 40-hour course that explores interpersonal communication and improves participants' ability to communicate with fellow workers and family members. A title page provides a course description with target audience and general objective. An introduction covers design of the 10-week course, with 2 2-hour sessions per week; how to teach adult plant workers effectively; planning teaching; testing; and study techniques. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of teaching strategies and principles, instructor's role and responsibilities, and course objectives. An explanation of lesson organization lists these components of the 20 2-hour class sessions: welcome; introduce the goal of the day; personal awareness; ice breaker activity; instructional activity; informational activity and discussion; and wrap-up activity. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and other materials needed. Components of each session are an introductory page, instructor's notes, handouts, and student materials. Session topics are as follows: what communication is; with whom do I communicate; nondefensive communication; how do I communicate; listening; elements of communication; problem solving; reaching consensus; understanding; and being understood. Appendixes include supplementary material, a family habits quiz derived from Stephen Covey's "Seven Habits of Highly Effective People," and a list of 11 references and suggested readings. (YLB)

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WORKPLACE EDUCATION

Interpersonal Communication & Problem Solving

Instructor's Guide

(Revised edition for publication)

Compiled by Joan Blount
Edited by Nancy Ruetz

Project ALERT

CE077297

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College of Education

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Interpersonal Communication and Problem Solving

Description: This is a basic course exploring interpersonal communication. The primary goal is to improve the participants' ability to communicate with fellow workers and family members. Other learning goals include gaining a better understanding of the communication process and the role of perception and attitude in that process. Much attention is given to the skills of active listening, the importance of feedback in effective communication, and problem solving techniques.

- To be able to define and describe effective communication.
- To understand the importance of clear communication.
- To examine the impact of attitude and behavior on communication.
- To increase awareness of the diversity of perceptions, attitudes and cultural styles among participants.
- To identify worksite team members and examine our communication with them.
- To explore the dynamics of non-defensive communication.
- To rate one's listening and communication skills.
- To practice and apply good communication skills.
- To define and discuss the communication model.
- To recognize barriers to effective communication.
- To define a problem and learn an approach to problem-solving.
- To be able to use a basic model for effective problem-solving.
- To explore ways to deal with difficult people.
- To understand the importance of effective communication in problem solving and reaching consensus.
- To transfer the above communications skills to work situations.
- To transfer the above communications skills to personal life situations.

Length of Time: This course is designed to provide 40 hours of instruction.

Target Audience: Employees who are interested in improving their communication skills. Employees with various skill levels can be accommodated in this class.

General Objective: Participants in this class will have opportunities to practice communication and problem solving skills through role playing real situations.

Rationale for Course Development

This course is the result of many needs being expressed and the effort to meet those needs. During the needs assessment at a major automobile plant, many employees, both union and management, voiced their opinion about the kind of communication skills that were vital in the face of today's changing workplace.

Joan Blount, from Wayne State University, used her vast experience as an instructor in many settings to develop this course. The materials and activities have been collected. We have made every effort to identify sources for materials. Unfortunately, it was not always possible to document the original source.

Today, more than ever before, job success can hinge on an employee's ability to communicate and solve problems in a team atmosphere. The primary goal of this course is to improve the participants' ability to communicate with fellow workers and family members.

Other learning goals include gaining a better understanding of the communication process and the role of perception and attitude in that process. Much attention will be given to the skills of active listening and the importance of feedback in effective communication.

An approach to solving problems which can be adapted to use in the workplace and at home will be taught and practiced. Many opportunities will be given to experience problem solving in small groups with fellow participants.

Making it Work

This section of materials is provided to give instructors basic information related to providing successful educational programs in a workplace setting.

Adult learners

General characteristics of adult learners:

1. Purposeful learning occurs with adults experience a problem or recognize a gap between where they are and where they want to be, then start to draw on resources to acquire the learning they consider necessary to close the gap.
2. One of the most important issues to consider from the adult learner point of view is "What's in it for me?" An adult needs to know that there is real value in what is being taught. Customize and adapt lessons to suit your students. Make a regular effort to point out what benefit the instruction has for the student. Many times students are unaware of the applications of learning. Make sure you point out possible applications of knowledge.
3. Adult learners insist that learning have relevance and value now, contrasted to youthful learners whose education is largely subject-centered and future-oriented. Most adults are already busy with their jobs and families, so the learning must be worthwhile.
4. Adult learners will drop out of educational situations that are seen as not accomplishing their own agenda.
5. The central organizing principle for adult learning must be around finding solutions for problems adults face. Emphasis must be on helping adults learn to cope with problems they face. Therefore, the instructor must be more *person*-centered than subject-centered.
6. Adult learners are well aware of what they need to know, and they like to participate actively in all phases of their education--assessment, instruction, and evaluation.
7. Many adult learners come into programs with the "baggage" based on a history of negative educational experiences. It is absolutely essential to provide a safe, non-threatening atmosphere where risks can be taken with out fear of humiliation or embarrassment.

Environment

Creating a safe environment for learning is a key factor in success. One of the elements that is part of a safe environment is multicultural sensitivity. The following suggestions should be considered as the lessons are delivered:

1. Use multiple instructional strategies to accommodate all learning styles. See *Learning Styles* for more information on this topic. Also see *Teaching Auditory Learners, Teaching Kinesthetic Learners; Teaching Visual Learners.*
2. Avoid ethnocentrism (belief in the superiority of one's own ethnic group), use of stereotypes, critical or judgmental attitudes, fear, and rigid expectations. Strive to

address the various cultures represented in the group. Try the AAAA approach to Cultural Diversity: Awareness; Acceptance/Appreciation; Action

3. Seek to understand the unique motivations of your audience in the workplace. Each worksite has a particular culture. It is important that you strive to understand and become a part of that unique culture.

4. Use materials that are not slanted toward any particular group.

Above all, the instructor must establish a learning environment in which diversity is valued. Students need to feel that their cultural backgrounds are viewed as assets to the class.

Teaching Auditory Learners

(Adapted from materials from presentation, *Designing Workplace Training to Accommodate Culturally Diverse Learners*, Douglas Jones, Linda Mrowicki, Workplace Education Division of THE CENTER-RESOURCES FOR EDUCATION, delivered Jan. 1996.)

Auditory learners learn best by listening to others. They usually do well in a "traditional" classroom.

Audio tapes: Have students or groups listen to a tape or create their own tapes for each other to listen to.

Music: Record key points on an audio cassette with background music. Write a song, rap, jingle or rhyme about the learning material.

Guest speakers: Invite subject matter experts to talk about a topic. This can be outsiders or members of the class.

Reading: Read or tell a story, for variety use music in the background.

Discussions: Use questions to get others in the class involved. Not only can students learn from the instructor, but they can learn by listening to each other, and the instructor can learn from listening to the students.

Repetitions: Repeat things out loud.

Directions: When giving directions, be sure to give them orally.

Mnemonic devices: Mnemonics are artificial aids to memory. The keyword HOMES can be used to remember the names of the Great Lakes; H = Huron O = Ontario M = Michigan E = Erie S = Superior. Sentences and rhymes can also be used; to remember which direction to turn a screw to tighten = Leftie Loosie, Rightie Tightie. Steps in basic division can be incorporated into the sentence: Donald (or Donna) made some candy bars = D = divide M = multiply S = subtract C = compare B = bring down.

Be the Instructor: Pair the class and have one individual teach the other, then reverse roles.

Concert Review. The instructor uses transparencies, pictures, charts, etc. that were used in presenting the lesson as a means of review. While playing soft music, the instructor displays and reads the instructional materials. A variation is to have a willing student read the instructional materials.

Oral Cloze: Use oral cloze (fill in the blank) activities to repeat key information

Teaching Kinesthetic Learners

(Adapted from materials from presentation, *Designing Workplace Training to Accommodate Culturally Diverse Learners*. Douglas Jones, Linda Mrowicki, Workplace Education Division of THE CENTER-RESOURCES FOR EDUCATION, delivered Jan. 1996.)

Kinesthetic learners learn best by doing. They like to be physically expressive. They also need to stretch and move periodically. The following are activities that enhance kinesthetic learning.

Walking and studying: Allow students to walk while they study.

Role playing: Use props and costumes while role playing. Can be done with a group or in pairs.

Action learning: Includes anything that requires people to use their bodies in some way while they learn. It could be a song, a dance, a mime, a physical acting out of a technology or process, or an active performance of the learning material where learners become interacting components of the material they are learning.

Strolling review: Have the group prepare colorful flip charts as a means of review. Hang them around the room. Play music softly as individuals walk silently around the room, carefully observing the wall display or examining the mind maps created by other learners. A variation is to play music while individuals stroll around and review.

Being the Coach: Ask one partner to be the coach while the other partner learns to perform a new task. After one run, reverse roles.

Demonstrating. Allow class members to demonstrate and physically do an activity. Provide opportunities for practice using repeated motion.

Writing: Writing requires students to use parts of their bodies. Write on surfaces with a finger. Write in the air. Trace on sandpaper. Take notes. Write lists.

Sequencing: Using a topic that has several steps or procedures, give each individual a piece of paper with the words or a graphic depicting one step or procedure. Ask the group to move around until they are in the correct sequence. An option is to act out what is on their piece of paper.

Teaching Visual Learners

(Adapted from materials from presentation, *Designing Workplace Training to Accommodate Culturally Diverse Learners*, Douglas Jones, Linda Mrowicki, Workplace Education Division of THE CENTER-RESOURCES FOR EDUCATION, delivered Jan. 1996.)

Visual learners like to process, store, and retrieve information visually. The following are examples of activities that instructors can use to facilitate the visual learner.

Demonstrations and modeling: Since visual learners like to understand the "big picture," it is important to show or model all of what is expected before breaking it into its components.

Draw: Simple illustrations can be used to reinforce important information. Encourage students to draw as a means of committing key information to memory.

Imagery: Imagery is the mental visualization of objects, events, and arrays. The typical technique is to ask students to form a mental picture. It usually works best for concrete information and less well for abstract information. Images are better remembered if they are vivid and show some type of movement.

Study Guides: Study guides are used to summarize key information. They are useful for reviewing key points. Instructors can create study guides, or better yet, allow students or groups of students to prepare a study guide.

Graphic organizers: These are visual tools which can show the relationship of categories of information. Charts, graphs, and maps can be used to show relationships visually. They are also good because they usually show or explain a concept holistically. Instructors can create blank charts or matrices for the learner to complete.

Mental Imagery: Have learners rehearse or practice a knowledge base or a skill in their minds.

Mind mapping: Ask individuals to mind map a lecture or presentation, a written lesson, an article, an audio tape, a recollection, an experience, or anything relative to the learning situation that might be significant.

Note taking: Encourage visual learners to take notes using words or pictures. This provides them with another opportunity to visually rehearse the information. Note taking can also be done using a map which allows them to see the "big picture."

Create notebooks: Using notebooks for class projects provides another way for students to see the information in their own words. It allows them to "customize" the information and make it their own.

Color codes: Visual learners like to see different things/views. Use color as a means of focusing attention, or use it as a means of changing the environment to add interest visually.

Study cards: Study cards use the visual sense to present the information. They can be used individually, with partners, or in large groups. Cards can be prepared by the instructor or students can prepare their own.

Pictures: Watch TV, filmstrips, movies, videos, etc. Another option is to have the group create their own video.

Mnemonics: Create acronyms, draw visual chains, or develop acrostics.

Directions: When giving directions, give them visually.

Tips on Teaching

1. Use logical sequences. Avoid jumping into topics without developing background or relevance for the skill at hand.
2. Control length of lessons into manageable chunks. Many employees come into classes at the end of a long and tiring day. Pace lessons so students can have short breaks.
3. Give recognition and encouragement. It is vial that you recognize and encourage all your students' progress toward their individual goals. Unfortunately, often adult learners are not supported by friends and family who view time spent in class as time taken away from them.
4. Use coaching. Model new skills. Point out the problems or pitfalls many students have with lessons. Repeat explanations several times or a period of time and several ways to accommodate all learning styles. Be there for them.
5. Encourage involvement. Make sure students hear you validate how important it is to learn new skills. Techniques that make provisions for active involvement of students will achieve learning faster than more passive teaching techniques.
6. Give feedback. Adults need to be reassured that they are on track. Give feedback often, and be sure to give negative feedback along with something positive.
7. Use summaries and advance organizers. When materials are detailed or involved, help students see the "big picture."
8. Questions will help you assess how your students are understanding. Make sure they are not accusatory in tone. It is possible to inadvertently press a "hot button" based on a students' unpleasant school memories. Maintain a safe atmosphere for students when questioning them.
    - Direct questions are usually *yes* or *no*, or short answer. They are easy to control.
    - Open-ended questions are more likely to prompt discussion. They are not as easy to control.

Instructor's Lexicon

The following lexicon is provided to remind teachers that there are a variety of strategies and principles that can be employed in teaching. When you are not getting the response you expect, when faces are blank or bored, when attendance starts to slip--*try something else*.

Anticipation Guides (Readance, Bean, and Baldwin) Prepare students for reading by asking students to reach to a series of statements prepared by the teacher in advance. Expected response is TRUE or FALSE.

Application of concepts to different situations- learning that is applied immediately is retained longer and is more likely to be used immediately than that which is not. Techniques must be employed that encourage the immediate application of any material in a practical way.

Application to individual situation --Provide real life or real work scenarios for which students read different texts to solve problems

Article/pictures

5 W's (Who, What, When, Where, Why/How)
Antonyms/Synonyms
Match or rewrite topics/headlines
Change time, place, people and rewrite
Write questions with higher levels of critical thinking

Brainstorming--All responses are accepted, no judgment. Activates background knowledge. Gets students thinking before they read or write.

Cartoons- students fill in blank balloon with appropriate response

Categorical Overview-- Write down associations , think how they are related, categorize information, and label.

Cloze-- It is a method of systematically deleting words from a prose selection and then evaluating the success a reader has in accurately supplying the words deleted. In a given passage the first and last sentence is provided in tact. Thereafter selected deletions are made. *Ex.* Every 5th or 10th word; Initial/final letter; Word/ phrase; All nouns or verbs, etc.

Clustering-- Similar to mapping, adds visual dimension to the process of organizing ideas, helps students separate ideas into categories. Improves organization of thoughts for speaking or writing.

Coded Vocabulary--Student marks words that he knows with an asterisk, check mark for words he has heard of, and circles the words that he does not know.

Compare and contrast--Write or discuss similarities (compare) and differences (contrast)

Concrete Items/Demonstrations-- Including actual items in classes helps those learners who need more tactile or kinesthetic learning experiences understand. Visual and audio learners have an easier time with traditional formats than other kinds of learners.

Continuum of Descriptors--Write adjectives on a line to show degrees of modification, such as minuscule, tiny, small, average, big, huge, enormous

Cued Retelling (See article on Retelling--Free and Cued)

Cubing--On a paper cube, write down one of the following words on each side of the cube: describe, compare, associate, analyze, apply, argue for. When writing or discussing an object concept, have students write about it using the suggestions from each side of the cube.

Designated Roles (Cooperative learning)

Listeners note points of disagreement
" " what is not said
" " questions to ask

DRAT (Directed Reading/Thinking Activity-Haggard, 1985)

Activate prior knowledge
Predict what will be covered
Read to designated point
Confirm, revise, or elaborate prediction with information from text
Continue in similar fashion through text.

Dyads confirm/explain
make decisions
draw conclusions

Find someone who . . . --an ice breaker activity to raise awareness of the depth of experience and diversity in the class. Typically you can only get another person to sign your sheet once. Categories can be as generic as "find someone who has more than 5 brothers and sisters" or "find someone who speaks another language" to class specific information like "find someone who has read a the work of Edgar Allan Poe." It can be designed for many topics but always helps students get comfortable with each other.

Flash card directions--Challenge learners to read more than one word at a time by giving direction quickly on flash cards. Ex. Put your hands on the table.

Free-writing/thinking

Can you think of a time . . .
Questions regarding topic

GIST--requires readers to reduce the first sentence of a passage to 3 or 4 words. The next two sentences to 5 or 6 words. The next three sentence to 7 or 8 words. This requires readers to make meaning and determine their own key words.

INSERT (Interactive Notation System for Effective Reading)--Students place a √, X, +, !, ?, ?? and * besides ideas they read to indicate whether they understand it (√), are excited about it (X), don't understand it (?) , are stumped by it (??), or want to remember it (*).

Interviewing--Encourage students to generate a list of questions that would give them the information they would like to find out about someone. Have students break into pairs and interview their partner, using questions. Then let each introduce his/her partner using the information obtained.

Jigsaw/segmented reading --Instructor assigns parts of a selection to different readers. Readers read their part silently. Each reader shares what they read with group.

Journals--Students write reaction to class, write comments, write questions. Instructor does not judge them on technical competencies. May be used to tie topic of class to learner. If topic is American Education, journal writing questions could be: Where did you go to school? What did you like best in school? What irritated you the most? Why did it irritate you? Who was your favorite teacher? Why did you come to this class?

Key word predicting activity--Instructor selects passage and notes 10 key words. Words are shared with learners who are asked to predict content. Learners should try to make sense of key words. Next, learners read passage and find out if predictions are on target.
K-W-L--(Ogle, 1986) Students identify what they **K**now about a topic , what they **W**ant to find out about a topic, and what they **L**earned about the topic.
LEA (Language Experience Approach, Stauffer, 1970) Students dictate sentences about an experience as instructor transcribes. This text become the reading material for that student.
Learning style--The 3 major learning modalities:

Visual-needs to see material
Auditory-needs to hear material
Kinesthetic- needs to move around while learning

LINK-- L= List I= Inquire N=Note K=Know List all associations for concept/topic on overhead/chart; inquire - give examples, clarifications about associations; note - write what comes to mind for one minute (overhead off/chart covered); know - what I know now about this concept/topic?
List and skip-- instead of looking up words as you read, use a *List and Skip* bookmark. Write down unfamiliar words from reading selection. After completing selection, look to see if any words were understood through use of context.
Main Idea-- explanation overheard by instructor between students. "How would you tell your mama what the (article, book, chapter) was about if you were calling her long distance?
Mapping (Baumann, 1991)--Arranging key terms into a diagram that is meaningful to the student. It can include the following:

Key words/phrases
Structure
Questions
Connecting lines/circles

Is a graphic representation of the relationship between major ideas and supporting details.
Metacognition - Being aware of how you learn, and the process of thinking through a learning situation. The development of self-questioning or monitoring of patterns of thinking, which helps students become an independent learners who can recognize and correct their processing errors.
Questions with others

What do you think about . . .?
Why is . . . used for . . .?
What would you do if . . .?

Paired Questioning --Divide students into pairs, read passage, close book. Each in turn asks questions with the other answering; tells important ideas; paraphrases or summarizes; agrees/disagrees; draw picture or graphic representation of what learned.
Reading strategies-- Good readers bring what they know about the topic to the print on the page. They are active readers. Good readers take chances, they risk being wrong. Good readers guess at or skip words they don't know and read on for help. Good readers expect the material to make sense. Good readers try to match reading speed to what they are reading.

Reading techniques

see: Flash card directions
see: GIST
see: Key word predicting activity
see: List and Skip
see: Word Bank

Reciprocal questioning

Students work in pairs
Both read a portion of a reading selection.
One asks the other a question.
Continue reading selection
Alternate asking questions.

Retelling/rewriting- Can be free retellings, cued retellings, and/or cued comprehension questions. Provides an opportunity for students to reflect and revise their thoughts. Teachers can record students thoughts without having to infer right or wrong choices. Possible prompts: *Write down everything you can remember about the selection you just read.* Provide a list of words from the passage, and then, *Use these words to help you remember everything you can about the passage. See Retelling--Free and Cued*

Retelling--Free and Cued - A free retelling allows a reader to structure his or her demonstration of comprehension without the constraints often imposed by a testing situation. If the objective of the assessment is to find out how the student is thinking about the content rather than how much he can demonstrate that he knows, the unprobed (free) retelling is probably the best response.

Researchers find the free written retelling to be an invaluable tool as they explore issues related to reading comprehension. Retellings allow analysis of the link between the response and the original source (the text). Many teachers are reluctant to use them because they do not lend themselves easily to objective scoring.

Since remembering and understanding are not synonymous, there is value to using retrieval cues as an aid to comprehension. By including word or phrase cues the reader has the freedom to indicate his or her comprehension according to personal dictates while simultaneously providing bits of text to help dissolve the confusion between what is understood and what is remembered. **Cued retellings** may be the best of both worlds.

In order to do this form of assessment, the teacher needs to have comprehension questions in mind. the perspectives on comprehension that are to be checked should be noted.

Were the students responses text explicit (Just the facts recited)
Were the responses full of nonessential details? (Not important to understanding the essential message of the passage)
Does the student understand the essence of the passage? (Main idea)

Unless you assess students' comprehension with the intent to learn what students do and do not remember, you can only speculate about their comprehension and the appropriateness of your instructional focus.

Say Something- 2 students read a passage to a designated point Each has to say something about the reading

Segmented reading --see: Jigsaw

Semantic map--see **Mapping** and **Webbing**

Sequencing--*Paragraphs*

- Articles are cut into parts based on content.
- Student reads each part
- Student orders the parts based on content

Pictures

- Cartoons or picture sequences are cut apart
- Student orders the part based on content

T Chart -- (Johnson & Johnson)Write the name of a skill to be learned or practiced and draw a large T beneath it. Write "looks like" on the left side of the T and "sounds like" on the right side. On the left side list behaviors that one might see in someone exhibiting this skill. On the right side list phrases that might be used by someone exhibiting this skill.

Think aloud- (Davey)Instructor models and tells the thought process for an instructional piece of material.

Three-way rotation--Three different ways of saying the same thing.

Time line-- Events are placed on a time line to visualize the relationship of events in respect to what else was happening at the same time.

Total Physical Response (Asher)--incorporates listening to directions or commands like, "STAND UP!, SIT DOWN!" and they respond to commands without speaking. Used most effectively in early ESL situations.

Transformation- charts, graphs, maps, forms -learn key idea and transform into different format/media Ex. Act out without words Make a chart or form to explain information to others

Webbing-- Similar to semantic mapping - as a graphic representation of the relationships between major ideas and supporting details. After reading, introduce the central question/idea circled on an overhead or chart. Encourage students to identify supporting secondary ideas, which branch off from the central idea. Supporting details are then supplied for the secondary ideas in a logical fashion.

Word bank--a versatile tool for vocabulary learning. Excellent warm up before reading and writing, assessing prior knowledge. Select a topic related to reading. "When I think of _______ I think of _______" Instructor fills in blanks then asks, "What do you think of? Try to generate 25-50 words per topic.

a. Builds critical thinking skills by clustering words that belong together.
b. Try adding prefixes and suffixes. Discuss how changing the form can change meaning.
c. Focus on spelling; note roots and affixes, number of syllables.
d. Plan a writing exercise. Determine organization according to purpose.
   How to = chronology
   Personal experience = narrative
   Description = topic characteristics.
e. Add vocabulary words as they are discovered through reading or conversation

Instructor's Role and Responsibilities

There are four main responsibilities in your role as instructor of this class.

1. **Instruction** -- As the instructor you will choose the lessons and gauge the depth of instruction based on the needs of your students and the accomplishment of the objectives. It is important to tie these concepts to the workplace.

2. **Assessment** -- This vital part of your role should be handled with great sensitivity. Many adults have not been in a classroom setting for a long time. For some, the testing situation and facing the results of tests is an extremely stressful experience that can cause them to drop out of the class. Diffusing the anxiety of the testing situation is a necessary part of your role.

The pretest (Preview) should be giving before instruction begins to gauge the level of your students' understanding and prior knowledge of course content. The posttest (Review) should be given at the end of instruction. Results will be compared to see if instruction made a difference.

3. **Keeping attendance records** -- In some work situations, attendance is mandatory. In others, employees are paid to attend and accurate attendance records should be maintained.

4. **Other records** -- Anecdotal comments and observations, especially in regard to learning or change, should be documented. Companies and unions are very interested in this kind of feedback and may want to use quotes from participants for recruitment or promotional activities.

Course Objectives

1. To describe and define communication
2. To experience the value of effective communication
3. To increase awareness of the diversity of perceptions, attitudes, and cultural styles among participants
4. To identify workplace team members with whom we communicate and types of communication necessary
5. To explore the dynamics of non-defensive communication
6. To assess our own communication skills
7. To define and describe effective listening
8. To assess our own listening skills
9. To practice effective listening skills
10. To define and discuss the communication model
11. To identify barriers to effective communication
12. To practice effective communication
13. To define a problem
14. To learn a specific approach to problem solving
15. To experience a team approach to problem solving
16. To explore ways to deal with difficult people
17. To explore the importance of communication in problem solving
18. To define and discuss consensus
19. To experience reaching consensus in problem solving
20. To define and discuss empathic communication
21. To practice using I-messages
22. To combine I-messages and empathic listening in problem solving

How These Lessons are Organized

This guide provides for 20 two-hour class sessions. Each session is comprised of:

Welcome: introduce the goal of the day (1-2 minutes)
Personal awareness: ice breaker activity (5-10 minutes)
An instructional activity
An informational activity and discussion
A wrap up activity (5-10 minutes)

In some situations, the course may be shortened due to time limitations. In that case, decisions will have to be made regarding lesson content. It should be noted that it takes at least 5 sessions for participants to be comfortable to disclose personal experiences regarding their communication styles. This is vital for change and personal growth. Thus the class should not be shortened to less than 12 or 15 sessions so there is time for self disclosure to begin.

Planning and Scheduling

Time Requirements

This class is designed to provide approximately 40 hours of instruction. The format of the course allows the instructor the flexibility to customize lessons to fit the time available. Due to the variability of students' skill levels and needs and the company expectations, the instructor must make many decisions on lesson length and inclusion.

Size of class

This course can be adapted to work with any size group, 10 to 15 is optimal. If a very large number of participants is scheduled, after ice breaker activity, smaller groups should be formed so the instructor can facilitate learning and individual needs can be served.

Expected Outcomes

Participants of this class will improve their knowledge of communication, communication skills, and problem solving through the discussion and practice of sound principles of learning and application to job-related and personal situations.

Prerequisites

There are no prerequisites for this class except for a willingness to improve communication skills. The materials are targeted to participants with 4-6 grade level reading and writing skills. Those with more limited skills in reading and writing will be given assignments that will enhance their skills without assuming a particular level of reading or writing. Many lessons will be verbal, so limited readers and writers will not feel uncomfortable.

What this course won't do

This class does not address the needs of those who have very limited reading, writing, or difficulty understanding English. It is recommended that participants in this category should be encouraged to seek out ABE (Adult Basic Education) programs . The instructor can pair students with language difficulties with a partner who can assist them with the reading and writing portions of the course.

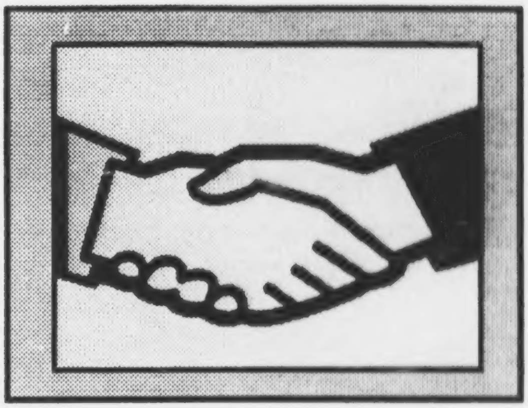
Suggested timing for each lesson

It is difficult, if not impossible, give time estimates for lessons. The goal is to suit the lesson to the learners. The interest in the topic, amount of prior knowledge, and skill levels of the students will determine the length of the lessons. These lessons are designed to take approximately 2 hours. The *Ice Breaker* and *Wrap Up* are intended to be approximately 5-10 minutes. The majority of the time should be spent on the *Discussion* and *Activity* that are designed to meet the learning objective.

Other Materials Needed

Name tags, markers, easel pads or blackboard, folders, pens, markers
Cassette tape player with upbeat, relaxing, music tape, 5 x 7 cards.
Assortment of pennies with dates from the 70s, 80s, & 90s
Access to VCR and television for viewing videos.
Video tape of CMR films *Communicating Non-Defensively* and
    Dealing with Difficult People and accompanying Leader's Guide.
Steven Covey's book *7 Habits of Highly Effective People*, especially the
    chapter on "Principles of Empathic Communication."
Blocks and poster board or cardboard for block building exercise.

Interpersonal Communication & Problem Solving Skills



Session 1 Getting to know you

Welcome:

Sign in
Folders
Name tags
Agendas
Learning Goal: To begin to get to know one another

Activity:

Pre testing
Interpersonal communication survey

Personal Awareness:

Ice breaker--Who am I like?

Introductions:

Getting to know you

Wrap up:

Energizer

Instructor's Notes   Session 1

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, communication survey and hand out
- Folders- one for each participant
- Write first names on name tags
- Arrange for use of tape recorder and overhead projector
- Select music tape
- Collect materials (pencils, pens, dry erase markers, eraser, regular markers, flip chart pad and stand, magnets, tape, transparency)

In the classroom

- Arrange tables and chairs in *U shape* with instructor at the open part of the U.
- Write *Welcome* and the participants names on flip chart paper and attach to wall with tape or magnets.
- Set up Sign-in sheet, pens and pencils, name tags, agendas, and folders.
- Set up overhead projector with transparency.
- Set up tape recorder with TV theme songs tape.

Procedure

- Wear name tag
- Turn on overhead projector
- Have music playing as participants (Ps) enter the room
- Greet each warmly
- Have Ps sign in, take a pencil, name tag, agenda, and folder.
- Circulate marker so Ps can write their names on their folders
- When all arrive, welcome warmly and go over agenda.
- Draw attention to overhead. Emphasize the importance of bringing a good attitude and an open mind each time they attend.
- Administer pre-tests and survey.

- **Icebreaker** *Who Am I Like?* Ask for volunteer to pass out handouts. Direct Ps to use folders to write on. Stand up and circulate around the room, writing down the name of someone for each statement. Participate as necessary encouraging Ps to move around and talk to different people.

When most have completed their sheet, ask Ps to return to seats and process. Ask, "Were you surprised to learn who you are like?" "Did you find out something new about old friends?"

- **Introductions** Go around the room asking each person to give his/her name, department where they work, and one thing they hope to learn in this class. Write each ***Hopes to learn*** on the easel pad.
- **Wrap Up** *Energizer* Talk about the importance of reducing stress using physical movement, exercise, etc. Move through arrows once without music, then use tape. HAVE FUN!

Collect folders and pencils. Keep pens, markers, and other materials with folders and pencils. Roll up easel pad sheets (Welcome, Energizer arrows) for future use.

Interpersonal Communication Problem Solving
Sign In Sheet

Instructor: ______________________ **Site:** ___________________

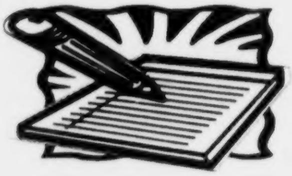
Date ______________________________**Time** ____________________

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____

WHO AM I LIKE?

Find someone who:

1. Has the same number of brothers and sisters. ____________________
2. Was born under the same astrological sign. ____________________
3. Was born east of the Mississippi River. ____________________
4. Can play a musical instrument. ____________________
5. Has the same favorite color. ____________________
6. Has the same favorite holiday. ____________________
7. Likes the mountains better than the beach.. ____________________
8. Likes the city better than the country. ____________________
9. Has the same favorite hobby. ____________________
10. Has always lived in this state. ____________________
11. Drives the same make of car as you do. ____________________
12. Had the same favorite subject in school. ____________________
13. Has gone to school out of state. ____________________
14. Has a secret desire to be a movie star. ____________________
15. Has the same favorite recording star. ____________________



Interpersonal Communication Preview

Name ______________________ ***Code Number*** ______ ***Date*** __________

Instructor: ____________________ ***Course Number*** __________________

1. What is communication? ______________________________________

____

____

2. Why is clear communication important? ___________________________

____

____

3. What is non-verbal communication? ______________________________

____

____

4. What is active listening? ______________________________________

____

____

5. What are two behaviors that improve communication? _______________

____

____

6. Give an example of a barrier to effective communication. ____________

____

7. What is your definition of a *problem?*

8. Briefly describe a problem solving technique.

9. What is consensus?

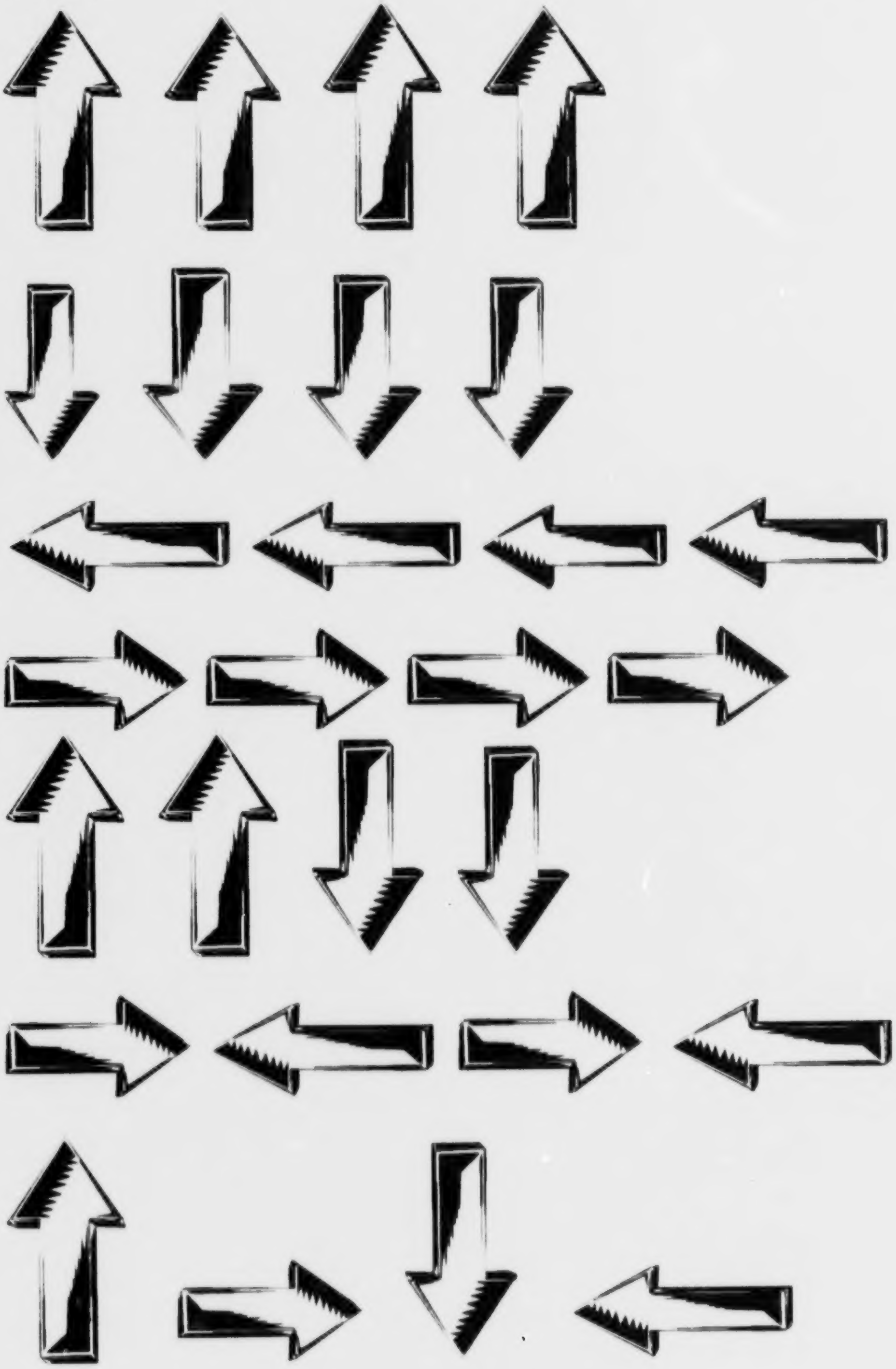
10. What two behaviors contribute to team building?

Scoring Guide

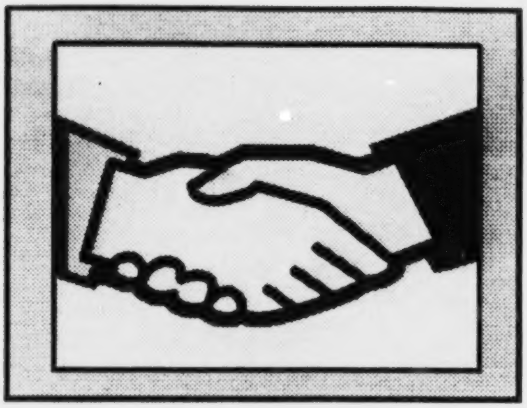
1. What is communication? 3 points - listen and talk involving understanding
   2 points - listening or talking
   1 point - exchange of ideas
2. Why is clear communication important?
   3 points - understand to prevent confusion
   2 points - understand
   1 point - exchange of thoughts
3. What is non-verbal communication?
   3 points - body language
   2 points - writing
   1 point - no talking involved
4. What is active listening? 3 points - listening to understand
   2 points - not cut off
   1 point - hearing what was said
5. What are two behaviors that improve communication?
   3 points - eye contact and delivery, clarification and empathy, good listener and think before you speak
   2 points - listen better and talk clearly
   1 point - smile
6. Give an example of a barrier to effective communication.
   3 points - interrupt, bias, closed mind
   2 points - not listen, body language
   1 point - podium, desk
7. How would you define a problem?
   3 points - obstacles, situations you want to change
   2 points - inability to find a solution
   1 point - tell a supervisor about it
8. Briefly describe a problem solving technique.
   3 points - brainstorm solutions
   2 points - understand problem, then conquer, brainstorm
   1 point - a group working together
9. What is consensus? 3 points - group agrees on one thing
   2 points - compromise
   1 point - an opinion
10. What are two behaviors that contribute to team building?
    3 points - communicate, compromise, consensus
    2 points - clarification and communication
    1 point - communicate

Energizer Arrows

To the music, do arm stretches following the direction and number of the arrows.



Interpersonal Communication & Problem Solving Skills



Session 2 What is communication?

Welcome:

Overview of twenty sessions
Learning Goals:
    To define and describe communication
    To experience the value of effective communication
Training Techniques
Group Guidelines

Personal Awareness:

Ice Breaker: *Either - Or Choices*

Activity: Maze Mania

Discussion:

Process Maze Mania
What is communication?

Wrap Up:

Visualization - Secret Garden

Instructor's Notes Session 2

Preparation:

In advance:

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags

In the classroom:

- Arrange tables and chairs in U shape
- Display Welcome sign
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders
- Set up tape recorder with music tape

Procedure

- Wear name tag
- Have music playing as Ps enter room
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Explain training techniques by saying, "We'll be using many different techniques to keep this class interesting and keep you awake. You'll work in small groups or with a partner. We'll have fun because research tells us that is how adults learn and retain best. You'll view videos and have discussions with the total group."

- ***Group guidelines*** Elicit from group the guidelines they feel will be necessary for the group to function well. Write responses on a easel pad and save and post at each session next to the welcome sign. If they don't mention, be sure to add *be respectful of differing opinions, speak one at a time so we can hear everyone, keep classroom discussions confidential.*

- ***Ice breaker*** *Either - Or Choices* -- Ask Ps to come into the center of the square. Direct them to think about whatever the words mean to them. Then to decide on which end of the room they belong. "Are you more of a saver or a spender? Savers on this end and spenders on the opposite side. If you feel you're kind of in the middle, then stand in the middle between the two groups. Look and see who else is in your group. Are you

Instructor's Notes Session 2

Preparation:

In advance:

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags

In the classroom:

- Arrange tables and chairs in U shape
- Display Welcome sign
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders
- Set up tape recorder with music tape

Procedure

- Wear name tag
- Have music playing as Ps enter room
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Explain training techniques by saying, "We'll be using many different techniques to keep this class interesting and keep you awake. You'll work in small groups or with a partner. We'll have fun because research tells us that is how adults learn and retain best. You'll view videos and have discussions with the total group."

- ***Group guidelines*** Elicit from group the guidelines they feel will be necessary for the group to function well. Write responses on a easel pad and save and post at each session next to the welcome sign. If they don't mention, be sure to add *be respectful of differing opinions, speak one at a time so we can hear everyone, keep classroom discussions confidential.*

- ***Ice breaker*** *Either - Or Choices* -- Ask Ps to come into the center of the square. Direct them to think about whatever the words mean to them. Then to decide on which end of the room they belong. "Are you more of a saver or a spender? Savers on this end and spenders on the opposite side. If you feel you're kind of in the middle, then stand in the middle between the two groups. Look and see who else is in your group. Are you surprised?" Continue with other choices. When finished, ask Ps to be seated and process, "Did you learn some new things about yourself? What?"

- Activity - Ask, What is communication? Encourage many to respond and accept any reasonable response. "We're going to begin our training in communication by giving you a chance to experience communication -- giving and receiving directions. These are your instructions, count off to form pairs. (If 12 people, count off in 6's.) Take your folder and pencil with you and join your partner. Decide who will be the first to give directions. Sit back to back. No peeking is allowed. The guide will give directions and the receiver can only respond with a *yes* or *no*. **There is to be no additional talking.** Do you understand your task? Are there any questions about what I'm asking you to do? Take a minute to figure out the maze before you begin." Distribute maze. Repeat exercise with roles reversed. Exercise may be repeated with new pairs sitting face to face. Verbal directions only but unlimited questions are allowed.

- Discussion -- Process the activity. How did it feel to guide? How did it feel to receive? Was it frustrating" Why? How was it different sitting face to face? Introduce the communication Model using the graphic. Keep it simple stressing the basic vocabulary --*sender, receiver, encode, decode, filter*. Plan to revisit and refer to this graphic, posting it on the front board. Encourage discussion and questions.

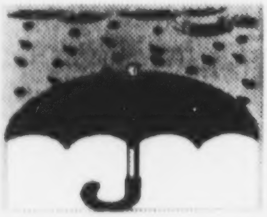
- Visualization Talk about the importance of reducing stress. "Last time we used physical movement, music, and exercise to energize us. Sometimes we need something to cool us out. Proceed to talk them through a *mental vacation*. "Relax in your chair, lean back, close your eyes and visualize yourself entering the gates of a secret garden. In this special place you will see your favorite scenery--a beach or mountains, woods, or lush green plants. You feel calm and peaceful. A sense of well-being has replaced any stress you may have been feeling. It's time to leave your secret garden now, but remember, you can return whenever you need to. As you leave, lock the door and put the key in your pocket, knowing that only you possess this key and you can use it when you decide. Gradually begin to come back to this place, slowly opening your eyes." Process - Do you feel relaxed? How do you feel? Remember, you have another tool you can use when you need it. Sometimes you may need to energize and other times you need to chill. Think of it as going on a vacation without leaving where you are."

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

Either Or Choices

Are you:

- more of a saver or a spender?
- more of a loner or a grouper?
- more like summer or winter?
- more like a teacher or a student?
- more yes or no?
- more like the country or the city?
- more like a tortoise or a hare?
- more like a clothes line or a kite string?
- more like a gourmet or a McDonalds' fan?
- more like a mountain or a valley?



Maze Mania

We're going to begin our training in communication by giving you a chance to experience sending and receiving messages?

Have group count off and form pairs. The pair will decide who will be the first guide through the maze. Distribute maze and pencils to both members of the pair.

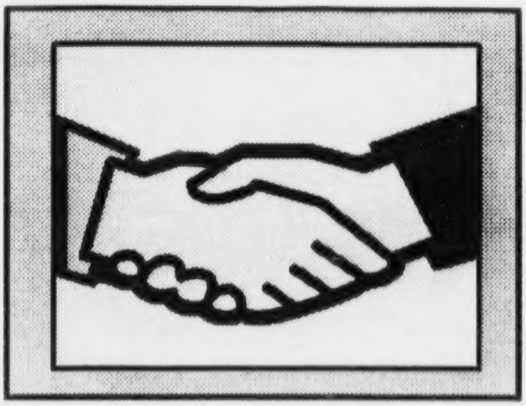
Sitting back to back, the guide will give directions to maneuver through the maze. The receiver may only respond with *yes* or *no*. **No additional conversation is allowed.** Repeat exercise with roles reversed.

Exercise may be repeated with new pairs sitting face to face. Verbal directions only, but unlimited questions are allowed.

Process the activity. How did it feel to guide? How did it feel to receive? How was it different sitting face to face?

Scan in Maze Mania

Interpersonal Communication & Problem Solving Skills



Session 3 What is communication?

Welcome:

Overview of twenty sessions
Learning Goals:
    To continue to define and describe communication
    To increase awareness of the diversity of the perceptions, attitudes and cultural styles among participants.
Group Guidelines

Personal Awareness:

Ice Breaker: It was a very good year

Activity:

Human Camera

Discussion:

Process Human Camera
What is communication

Wrap Up:

Energizer

Instructor's Notes Session 3

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags
- Secure tape recorder
- Secure pennies for ice breaker--one for each P. Find 1980s if possible or early 1990s. If Ps are old enough you can go back to the 60s and 70s.

In the classroom

- Arrange tables and chairs in U shape
- Display Welcome sign
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders
- Set up tape recorder with music tape

Procedure

- Wear name tag
- Have music playing as Ps enter room
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly
- Icebreaker *It was a very good year* --Pass pennies around in a baggie and have each P choose one sight unseen. Give them a minute to think about how that year was for them, if something significant happened --good or bad. Then go around and ask each to share with the group about the year in their life indicated by the penny. Process.

- ***Activity*** Refer to learning goal that addresses diversity of perception and lead into Human Camera Exercise. (See description.) Exercise can be modified to use 2 locations, one close and one in the distance. Demonstrate camera holding hand over eyes and quickly lifting and then lowering the hand. Emphasize that the camera tells the photographer what he/she saw, but photographer is not to respond. Make sure they understand directions.

- ***Discussion*** Process the activity. Segue into how we perceive differently and how things influence our communication. Refer to the Communication Model and how our *Codes of Past Experience* influence what we encode and decode. Emphasize what may be a small area of overlap so that the other person may not have much or any experience to help them understand what you're saying. (Self-disclosure is always helpful if you have any personal examples you can use.) Encourage discussion.

- ***Wrap Up*** Energizer Put *arrow sheet* up on the board. Remind Ps about the importance of stress reduction, but mostly for fun.

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets (welcome, group guidelines, communication model, arrow sheet) for future use.

Human Camera Exercise

Purpose: To build trust, to develop awareness of different perspectives and cultural influences.

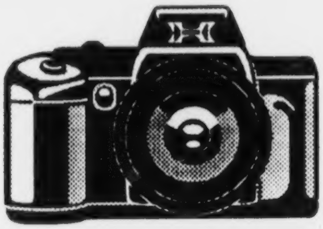
Directions: Pair off using Tandem cards or counting off. One photographer--one camera.

The photographer is to take the camera to 3 locations to photograph something close, something in the distance and some other thing.

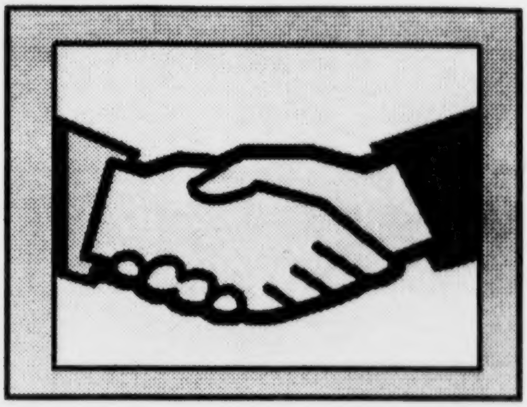
The camera is to have eyes closed with a hand over the eyes. Discuss safety rules because the photographer has to lead the camera around with eyes closed. The photographer must aim the camera and then say "Click." The camera takes a picture by quickly lifting the hand and opening the eyes like the lens of a camera, then closing the eyes and lowering the hand again. As soon as all three pictures are taken, the camera tells the photographer what s/he saw.

Partners switch roles. After camera tells the photographer what s/he saw, return to the room for debriefing. Have photographer tell camera at what they were aiming. How did it feel to be led around when you couldn't see? What risks were involved? How do these trust issues translate into the world of work?

How much difference is there between what the photographer aimed at and what the camera saw. Did the camera see the big picture or detail? What influences what the camera saw? How do these issues translate into the world of work?



Interpersonal Communication & Problem Solving Skills



Session 4 With whom do we communicate?

Welcome:

Learning Goals:

To identify workplace team members with whom we communicate and types of communication necessary.

Group Guidelines

Personal Awareness:

Ice Breaker: *Getting to know you*

Activity: Working in small groups

Discussion:

What are the differences between communications with different team members?

Wrap Up:

Communication on a different level

Instructor's Notes Session 4

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags
- Secure cards with animal names
- Secure 5 x 7 cards or paper for activity

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Getting to know you-* Ask Ps to pair off by choosing a person in the group they know the least. Distribute the *Getting to Know You* handout and have them interview one another. Process.

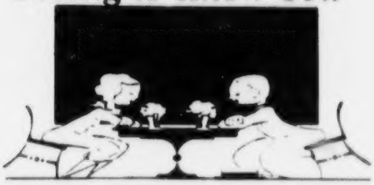
- **Activity** Refer to learning goal and ask them to individually list on the 5 x 7 card the various members of their team or whomever it is necessary to communicate with in doing their job. (Make sure they understand directions.) When completed, have them form 3 or 4 small groups and compile their lists. Ask each group to appoint a reporter and have the reporter write their group's list on an easel pad sheet. (Or they can dictate the list to you if writing is a problem.)

- **Discussion** Process the activity and encourage discussion of their different positions and the different communication they have with different members of the team.

- **Wrap up** Pass around animal cards making sure they are mixed well. They are to find their fellow animal friends by communicating as the animal on the card they have been given. Only animal sounds are allowed, **no talking. Process.** Have fun but underscore the fact that this was a form of communication. How did it feel?

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

Getting to Know You



Use the following questions to interview your partner:

1. If you could buy any color shirt/blouse, what color would it be?

2. What holiday do you enjoy the most?

3. What was the last movie you saw?

4. What one thing would you change about yourself if you could?

5. What job would you like to have if you could have any job in the world?

6. What is your favorite way to travel, car, bus, train, airplane, ship? Why?

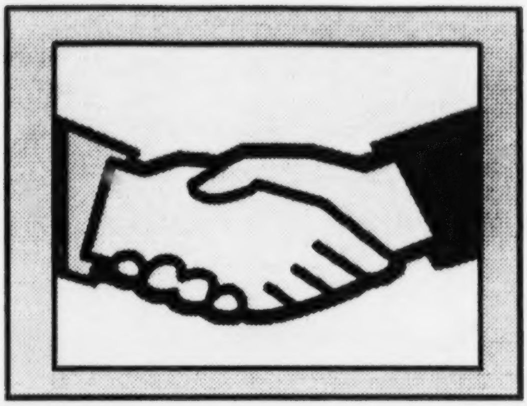
7. What would you spend $100 for right now?

8. What is your sign?

9. If you were on a desert island with only one tape, what would it be?

10. What famous person, living or dead, would you like to be?

Interpersonal Communication & Problem Solving Skills



Session 5 Non-defensive communication

Welcome:

Learning Goals:

To explore the dynamics of non-defensive communication.

Personal Awareness:

Ice Breaker: *Happy Birthday*

Activity: Video -*Non-defensive Communication*

Observe communication situations -- work in small groups

Discussion:

What were the differences between communications in three situations?

Wrap Up:

Ways to reduce stress

Instructor's Notes Session 5

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handout *Things I Love to Do*
- Write first names on name tags if needed
- Secure video *Non-defensive Communication*
- Practice use of VCR and monitor in classroom
- Secure 5 x 7 cards or paper for activity

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Happy Birthday* -- Ask Ps to line up by birth date **without talking.** Designate where January 1 will stand and have them arrange themselves accordingly. When completed, check by having them state their birth date. Process, discussing alternative ways they found to communicate without talking. How did it feel?

- **Activity** Have Ps form 3 groups.
    Group 1--the library scene, older and younger man
    Group 2--the advertising agency, man and woman.
    Group 3--photo copying business, man and woman.

Instruct them to watch the video closely and observe the communication between the two people. Pre video discussion questions:

What does it mean to you when someone is being defensive?
How will that person usually behave?

Why do people act this way?
Can you change the way another person responds to you?
How can we make a change if we cannot change another person?

While watching the video:

Listen for how the conversations started.
Watch how they respond to the verbal messages.
Look for non-verbal messages
What are they thinking and feeling?
What caused the communication problem?
How can they improve the situation?
Ps should be able to discuss the dynamics of their assigned situation.

Show the video, stopping after the knights first appear.

◊ Ask: What are the knights saying?
Is one trying to start a fight?
Do you think they are going to fight?
Is their armor for protection or is it a prison?"
◊ Have each group discuss their particular scenario.
◊ Discuss their reactions and observations
◊ Possible prompts:
Don't take it personally.
Hide behind rules.
Create a diversion.
Counter-attack.
Flat tire scenario -- build something up in our mind.
We each have things we're particularly sensitive about -- our sense of worth.
Criticizing ME.
Defensiveness can cause defensiveness.
Passive-aggressive -*whatever you say*."

◊ *Resume the video*. Watch to the end.
◊ Discuss their reactions and observations.
◊ Possible prompts:
Cease fire
Cooling off period

Suggesting work changes at the wrong time and place
Giving and receiving criticism is a natural part of work
Criticize what the person does, not the person
Be specific.
Avoid *always* and *never*.
Listen
Be diplomatic.
Focus on the work
Empathy (may need to be defined)
Consider timing
Objectify issues
Knights-Does removing armor facilitate communication?
We can't make other people change, but we can take responsibility for our own actions.
Express clearly and as non-threateningly as possible.

- **Discussion** Process the activity and encourage discussion of their different scenarios and how they were resolved. Possible discussion questions:

1. Do we make assumptions about other people?
2. What happens when the assumptions are not true?
3. Do people make assumptions about us that are not true?
4. What strategies help us get through difficult situations?

We can only change ourselves and how we respond. We cannot change anyone else. Listen carefully and try to feed back what you hear. Help your supervisor know that you understand his directive.

- **Wrap up** Explain the importance of identifying the things ..e like to do so that when we have the time or can make time, we know how to take care of ourselves. Ask each P to fill out *Things I Love to Do*. A very important stress reducer is to do something you really like at least once a week.

- Collect folders and pencils. Keep together with pens, markers, etc. Roll up easel pad sheets for future use.

Things I Love to Do

Make a list of 10 things you love to do.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

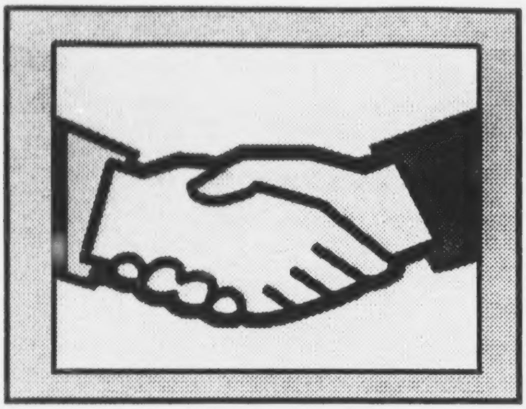
6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________



Session 6 How do I communicate?

Welcome:

Learning Goals:

To further describe and define communication

To assess our own communication skills

Personal Awareness:

Ice Breaker: *Putting our heads together*

Activity*:* Individually-- Rate your Communication Skills

Discussion:

A closer look at communication

Wrap Up:

Real Experiences

Instructor's Notes Session 6

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags if needed
- Copy handouts: *Rate your communication skills; Communication Exercise for parents; Real Experiences*
- Check telephone key pad so you know the location of the numbers, letters and symbols.

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Putting our heads together-* Group into 3 or 4 groups. Without looking at anything to check, each group is to draw a diagram of a telephone pad with the location of numbers, letters, and symbols. When each group has gone as far as they can, let someone check against a nearby phone or phone diagram. Process, discussing how it felt and how the group functioned.

- **Activity** Individually complete both handouts. Process them separately

- **Discussion** Process the activity. Make a list of areas they want to improve to make sure everything is covered in future classes.

- **Wrap up** Pass out *Real experience* forms and discuss. Encourage them to observe situations at work and at home they might use. If they can think of any, encourage them to write them down. Spelling and grammar are not important. Emphasize this because their writing skills may be poor.

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

Rate your Communication Skills

How well do you communicate with other people?

How do your communication skills affect your work?

In this activity, you will have the opportunity to be the judge of your own communication skills and identify the ones you want to improve.

Directions: Read the following statements and check the response that is true about you.

	Already do well	Want to Improve
1. I do ask questions when I don't understand.	________	________
2. To understand what someone else has said, I repeat it to myself.	________	________
3. I do watch for body language when communicating with others.	________	________
4. I give clear directions.	________	________
5. My requests are easily interpreted.	________	________
6. I explain my opinions effectively.	________	________
7. I appreciate other people's opinions.	________	________
8. I appreciate constructive criticism.	________	________

Real Experiences

Over the next few weeks, we will have the chance to tap into the individual observations and experiences of participants to benefit the group as a whole. Therefore, your willingness to share what you have seen and heard will be key to the success of the training. We are asking you to briefly describe an observation of an interaction, either good or bad, in the workplace or at home. Give as much detail as possible. about what went on during the encounter. Please don't use real names. We will be using these scenarios as the basis for discussion in several sessions. Thank you for your stories.

Communication Exercise for Parents

This questionnaire is an exercise to help you understand how you communicate with your children? Most parents find it very interesting. There are no right or wrong answers. Answer each question openly.

Instructions: Read and answer each question. Draw a circle around the word that best reflects your answer. If you cannot give the exact answer to a question, give the best one you can. Answer YES when something occurs all of the time or most of the time. Answer NO when something occurs seldom or never.

1. Do you wait until your children are through talking before speaking about what is on your mind? YES NO SOMETIMES

2. Do your children wait until you are through talking before "having their say"? YES NO SOMETIMES

3. Does your family do things as a group? YES NO SOMETIMES

4. Does your family talk things over with each other? YES NO SOMETIMES

5. Do your children seem to respect your opinion? YES NO SOMETIMES

6. Do you respect your children's opinion? YES NO SOMETIMES

7. Do you tend to lecture and preach too much to your children? YES NO SOMETIMES

8. Can your children discuss personal problems with you? YES NO SOMETIMES

9. Do you discuss personal problems with your children? YES NO SOMETIMES

10. At times, do you tend to talk to your children as if they are much younger than they actually are? YES NO SOMETIMES

11. Do you show an interest in your children's interests and activities? YES NO SOMETIMES

12. Do they show interest in your activities and interests? YES NO SOMETIMES

13. Can your children discuss matters of sex with you? YES NO SOMETIMES

14. Do you discuss matters of sex with your children? YES NO SOMETIMES

15. Do you find it hard to say what you feel to your children? YES NO SOMETIMES

16. Do your children find it hard to say what they feel when they talk with you? YES NO SOMETIMES

17. Do you have confidence in your children's abilities? YES NO SOMETIMES

18. Do your children hesitate to disagree with you? YES NO SOMETIMES

19. Do your children feel free to ask you for the things they want or need? YES NO SOMETIMES

20. Do you try to see their side of things? YES NO SOMETIMES

21. Do they try to see your side of things? YES NO SOMETIMES

22. Do you consider their opinion in making decisions that concern them? YES NO SOMETIMES

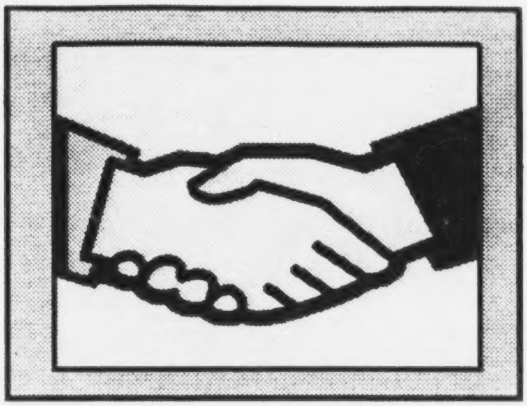
23. Do you try to make them feel better when they're down in the dumps? YES NO SOMETIMES

24. Do you explain your reason for not letting them do something? YES NO SOMETIMES

25. Do your children ask you for your reasons for the decisions you make concerning them? YES NO SOMETIMES

26. Do your children help you to understand them by telling you how they think and feel? YES NO SOMETIMES

Interpersonal Communication & Problem Solving Skills



Session 7 Are you listening?

Welcome:

Learning Goals:
To define and describe active listening
To assess our own listening skills

Personal Awareness:

Ice Breaker: *A Whispering Campaign*

Activity*:* Individually - Rate your Listening Skills

Discussion:

What is active listening?

Wrap Up:

Communication on a different level

Instructor's Notes   Session 7

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags
- Copy handouts *Are you listening?; Effective Listening;* and *Door Openers*. Others if you choose.
- Compose or choose message to use in *Whispering Campaign*. Write it down.
- Familiarize yourself with reference materials on listening.

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *A Whispering Campaign* --(Also known as *Telephone)* An old game where a message is started by the first person whispering a message into the ear of the person sitting next to him or her. The whispering continues around the group until the last person states aloud the message as s/he heard it. That message is compared to the original message. Usually there has been distortion as the message is whispered around the group. Process. Why does this happen? How does it happen? Does this ever happen around the plant?

- **Activity** Individually complete *Are you listening?* Have them score and process.

- **Discussion** Talk about effective listening being active. Discuss *Total Listening* (see notes). Encourage discussion. Who is the best listener you know? Why? Explain that fill-in-the-blanks is an opportunity to use their kinesthetic sense to help them learn. Discuss and then dictate meanings of *paraphrase, clarify, feedback, empathy.* Encourage Ps to write in their own words. As in paraphrasing, being able to state in your own words facilitates comprehension. Discuss listening part of the *Effective Communication* handout if there's time and the interest holds.

- **Wrap up** Pass around animal cards making sure they are mixed well. They are to find their fellow animal friends by communicating as the animal on the card they have been given. Only animal sounds are allowed, **no talking.** Have everyone come into the center of the room for safety. This time they are to **keep their eyes closed** and find their fellow animal friends listening only. Process. How was this experience different from when their eyes were open? Why?

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

Effective Listening

Fill in the meanings of the following words. Answer the questions.

Paraphrase: ____

____

____

____

____

Clarify: ____

____

Feedback: ____

____

____

____

Empathy: ____

____

____

What need is the emotion coming from? ___________________________

____

What is this person experiencing? ________________________________

____

____

What is he or she asking for? ___________________________________

____

____

Are You Listening?

Read the following statements and rate yourself from 1 to 5.

Almost never	*Seldom*	*Sometimes*	*Usually*	*Almost always*
1	2	3	4	5

1. I allow someone to speak without interrupting them. ________

2. I listen for hidden meanings. ________

3. I write down messages or take notes as needed. ________

4. I actively try to remember what I hear. ________

5. When someone is speaking, I pay attention. ________

6. I give feedback to the speaker to check for understanding. ________

7. I pay attention when I disagree with the speaker. ________

8. I avoid becoming hostile or excited when I disagree with the speaker's views. ________

9. I ignore surrounding noises when I am listening to a speaker. ________

10. I express genuine interest when listening? ________

Add the numbers of your answers together. **Total** ________

If your total is:

37 or more	Excellent
32-36	Needs practice
27-31	Weak listening skills, needs improvement
26 or less	A serious listening problem

Door Openers

(Adapted from *Fathering*, Minn. Educational Services)

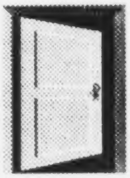
Door openers are invitations to say more. They are responses that do not communicate any of the listener's own ideas or judgments or feelings, yet invite the speaker to share ideas, judgments or feelings. **Door openers convey acceptance.**

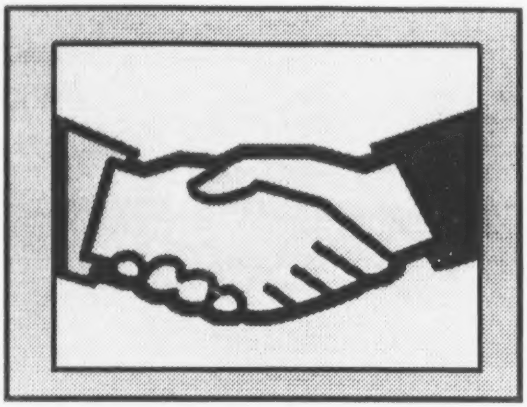
The simplest of these are such non-committal responses such as:

I see.
Really
Oh
Mm Hmm
No fooling
How about that
You did, hmm
Interesting
Is that so?

More explicit responses that convey an invitation to talk or say more are:

Tell me about it.
I'd like to hear about it.
Tell me.
I'd be interested in your point of view.
Would you like to talk about it?
Let's discuss it.
Let's hear what you have to say.
Tell me the whole story.
Shoot. I'm listening.
Sounds like you have got something to say about this.
This seems like something important to you.





Session 8 Are you listening?

Welcome:

Learning Goals:

To further describe active listening

To practice active listening skills.

Personal Awareness:

Ice Breaker: *Body Search*

Discussion:

What is active listening?

Activity:

Working in small groups, practice active listening techniques

Wrap Up:

Social Bingo

Instructor's Notes Session 8

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags
- Copy handout *Social Bingo*
- Secure or make numbers to call for Social Bingo.

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Body Search*. Divide into teams of 3 or 4. Try to see that each team has a female member. The team should choose a recorder who is to write the letters of the alphabet down the left hand side of a blank piece of paper, A-Z. The goal of the activity is to obtain from team member's pockets, purses, etc., one object for each letter of the alphabet. For example, C might be credit card, J might be jewelry, L might be lipstick. Teams **cannot begin** until the trainer says "go." The first team to come up with 26 items "wins." If no team gets all 26, the team with the most items wins. The Team must show each item as proof. Process. Were you surprised at what people carry? Why is it helpful to have a female in each group? What is the value to working as a team?

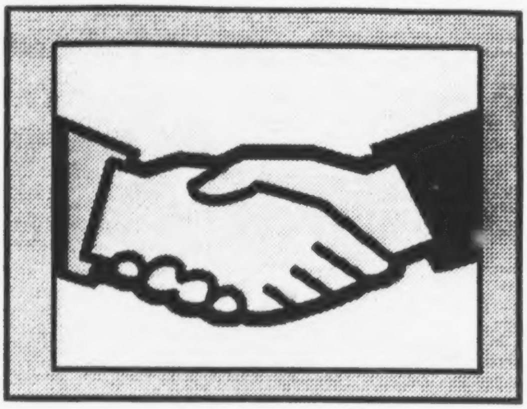
- **Discussion** Review active listening techniques.

- **Activity**: Form triads with a **sender, receiver,** and **observer.** Using messages on cards, each member of the triad takes a turn being sender, receiver, and observer. Sender is to state the message on card. The Receiver is to reflect, paraphrase, etc. The observer is to watch the communication and give feedback regarding the receiver's use of active listening techniques. Make sure Ps understand their tasks. This may be difficult for them at first. Circulate and try to facilitate. Each sender is to use a different message. Process.

- **Wrap up** *Social Bingo*. Each P chooses 5 numbers between 1 and 10 and fills in small boxes under B. Each P chooses 5 numbers between 11 and 20 and fills in the small boxes under I. Each P chooses 4 numbers between 21 and 30 and fills in the small boxes under N. Free can be covered by everyone. Each P chooses 5 numbers between 31 and 40 and fills in the small boxes under G. Each P chooses 5 numbers between 41-50 and fills in the small boxes under O. Trainer calls the numbers at random, keeping track of the numbers called. All Ps whose numbers are called must respond. This can take a long time to play and the group may want to close several classes with this activity until someone gets "Bingo." It is a stress reducer because it is positive, affirming and upbeat.

- Collect folders and pencils. Keep together with pens, markers, etc. Roll up easel pad sheets for future use.

Interpersonal Communication & Problem Solving Skills



Session 9 Elements of communication

Welcome:

Learning Goals:

- To define and discuss the communication model
- To practice effective communication
- To identify barriers to effective communication.

Group Guidelines

Personal Awareness:

Ice Breaker: *Block Building*

Discussion:

The communication model

Activity:

Working in small groups, practice effective communication

Wrap Up:

Social Bingo, continued from Session 8.

Instructor's Notes- Session 9

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags, if needed
- Copy hand outs, *The Communication Model, Social Bingo* if needed
- Compose or choose statements to use in communication practice-hopefully from *Real Experiences* collected from students.
- Familiarize yourself with directions for block building exercise.
- Secure materials for block building exercise; blocks, poster board --legal size hanging file or manila folder can be substituted, timer or watch with a second hand.

In the classroom:

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Block Building*. See directions for Block Building communication exercise.

- **Discussion** Pass out Communication Model handouts. Draw a large circle on the easel pad and explain that they are now ready for the complete communication model. The first graphic was a simplified version to introduce concepts and get them started. When the receiver replies to the sender (gives feedback), the communication process becomes a circle. Fill in the model beginning with the sender and have them do the same on the handout. Put in arrows so the direction is clear. The *filter* is what we have referred to as the *code*. Make sure they understand the terms and can use them. Process.

- **Activity** Divide into triads with *sender, receiver, observer*. Practice communication: sending a message, giving feedback, having the observer critique.

- **Wrap up** Continue playing *Social Bingo*.

- Collect folders and pencils. Keep together with pens, markers, etc. Roll up easel pad sheets for future use.

Block Building Communication Exercise

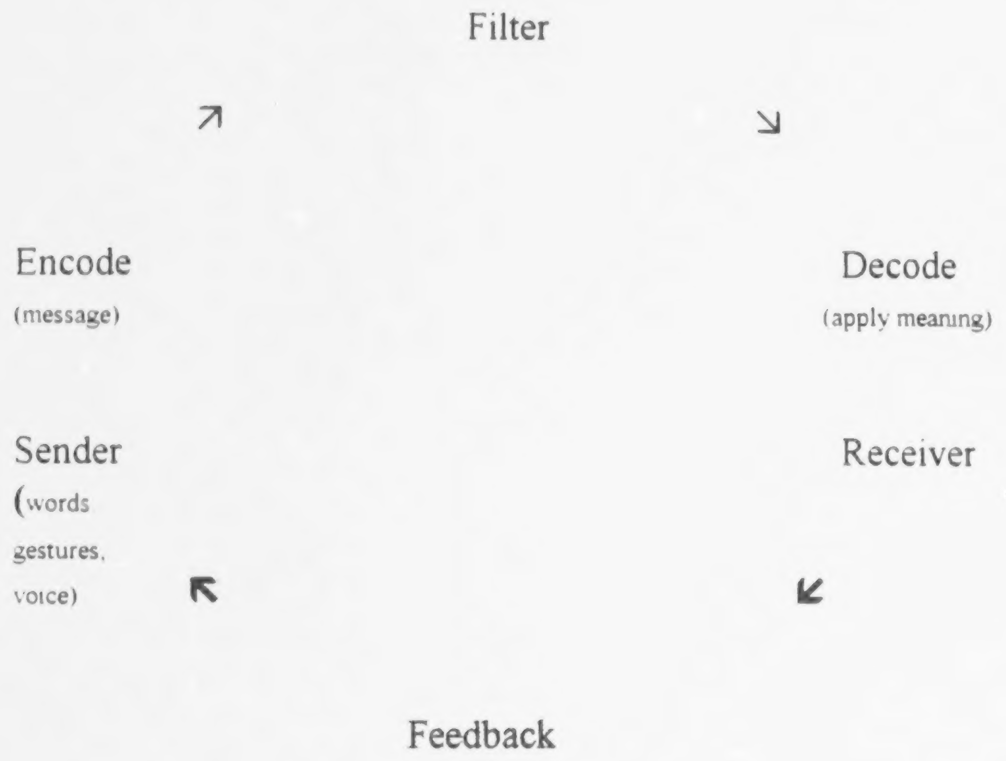
Purpose: To demonstrate ineffective communication skills through lack of eye contact, clear messages and directions, and receiving feedback. The barriers to effective communication are displayed. If communication was effective, each block structure would be identical.

Materials needed: 4 participants, 1 sender, 1 receiver, 2 observers
Barrier-- large poster board or file folder
2 sets of blocks, identical in size, color, and shape.
A timer

Directions:

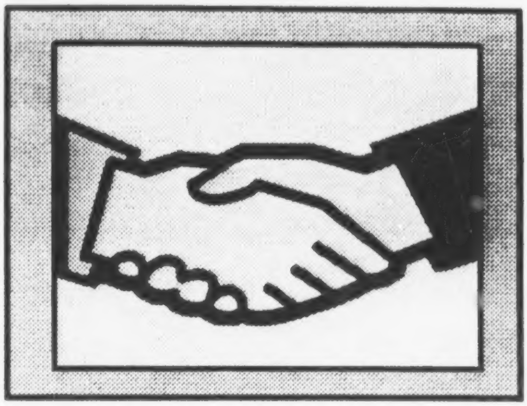
1. Have the *sender* and *receiver* sit across from each other at a table. The *sender* will give the directions to the *receiver*.
2. The 2 observers become the barriers by sitting across from each other between the sender and receiver holding a large poster board as a divider. The sender and receiver should not be able to see each other.
3. Place an identical set of blocks in front of the sender and receiver.
4. Instruct the sender to build "something" with the blocks. As they are building, they are to give clear instructions to the receiver so s/he can build the same thing.
5. Instruct the receiver to follow the directions of the sender. No eye contact or looking over the barrier is allowed. No questions can be asked nor can the receiver make any sounds. Remind them that they have identical sets of blocks.
6. The observers are to keep the barrier in place. They are not allowed to provide clues to either sender or receiver . They are to observe the body language, facial expressions and building structures of each participant.
7. Set timer for 4 minutes.
8. After 4 minutes, remove the barrier.
9. Ask the sender for his/her impressions of giving instructions. Did you feel you were clear? Was your pace OK? How did it feel?
10. Ask the receiver for his/her impressions of receiving instructions. Did you feel you were clear? Was your pace OK? How did it feel?
11. Ask the observers for their impressions. What was observed. How did it feel
12. Review the barriers to effective communication.

The Communication Model


Filter
Encode
(message)
Decode
(apply meaning)
Sender
(words
gestures,
voice)
Receiver
Feedback

There is a Sender who has a message to communicate. This person uses words, voice, intonation, body language and perhaps visual aids in order to convey the message. The Receiver can be one person or several people who are listening to the message and are creating in their own minds the image of what it is the Sender is communicating. Within this process there is a filter through which information is being sent and received which can distort the message.

Interpersonal Communication & Problem Solving Skills



Session 10 Elements of communication

Welcome:

Learning Goals:

To continue to discuss the communication model

To continue to practice effective communication

Personal Awareness:

Ice Breaker: *How good is your memory*

Activity:

Working in small groups, practice effective communication

Recreate the communication model

Discussion:

The communication model

Wrap Up:

Affirmations

Instructor's Notes Session 10

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Write first names on name tags, if needed
- Copy handout *Communication model*
- Have blank paper for groups

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *How good is your memory?* Divide into teams of 3 or 4. The team should choose an artist who is to draw 2 large circles on a piece of paper. Going on memory only (no peeking), each group is to recreate the front and back of a penny by giving instructions to the artist. After each group has gone as far as they can go, they can take out a penny to check for accuracy. Process. Were you surprised at what you did and did not remember about something you have seen so often? What is the value of working as a team?

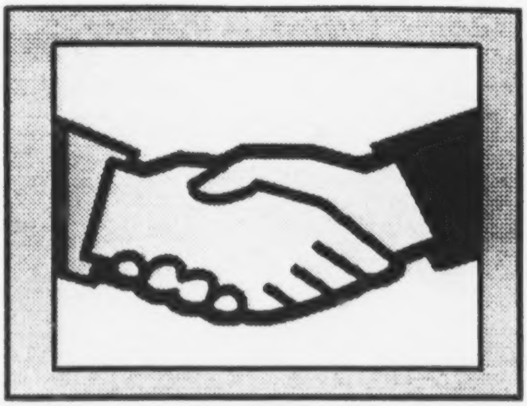
- **Activity** Form triads with a sender, receiver, and observer. Practice communication or go right to the model. "How good is your memory?" Pass out a new blank communication circle and have each P complete the model without looking at what they did last time. *Teach back:* Ask for a volunteer willing to 'teach' the class and fill in a model on the easel pad.

- **Discussion** Do an oral review of what Ps found to be most helpful or interesting in the class so far. Process.

- **Wrap up** *Affirmations* - Ask for a definition of *affirmation*. Accept responses and then explain that it is a positive statement or declaration. Give the class a minute to think of a positive statement they can make about each member of the class. Place a chair in the center of the room. Everyone stands around the chair. One by one, each P sits in the chair and the others in the class make a positive statement. You may want to demonstrate by saying, "P was a good participant in the group" or "P has a positive attitude." Encourage everyone to participate but don't force anyone. This is a stress reducer because it is positive, affirming, and upbeat.

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

The Communication Model



Session 11 Problem Solving

Welcome:

Learning Goals:

- To define a problem
- To begin to learn a specific approach to problem solving.
- To explore ways to deal with difficult people

Personal Awareness:

Ice Breaker: *An Exercise in Self-Discovery*

Discussion:

Positive Problem Solving

Activity:

Video - *Dealing with Difficult People*

Wrap Up:

The Knot Game - Problem Solving

Instructor's Notes Session 11

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Copy hand out *Positive Problem Solving, Am I Someone Who . . .?*
- Secure video - *Dealing with Difficult People*
- Preview video to familiarize yourself with it.
- Practice use of VCR and monitor in classroom

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Am I Someone Who . . .? -An Exercise in Self-Discovery* This is a values clarification exercise to encourage an develop self knowledge Each P is to complete it individually and it does not have to be handed in It is for them. If someone is willing to share some of their responses, you can process the experience. Other icebreaker activities can be substituted that focus on looking inward.

- **Discussion** Explain that from now until the end of the course they will be using communication skills they have learned to apply to the process of problem solving. Ask for definitions of *problem.* The dictionary says it is a *situation or person that is perplexing or difficult.* Another definition is that *a problem can be considered the difference between the way things are and the way you would like them to be.* Pass out handout *Positive Problem Solving* Walk them through solving a problem as a group using that format. For example, use the problem of having trouble getting up in the morning. Brainstorm possible solutions. Try to come up with at least five. Just throw out ideas. It doesn't matter how expensive or ridiculous they may be. The evaluation comes later as part of examining the consequences. For each solution brainstormed, what would be the consequence(s) of choosing that solution? Consequences can be positive or negative. Choose solutions that seem to work best. If more than one, prioritize list. Decide for how long that solution will be tried, typically one week, before being evaluated. If it didn't work well, go on to possible solution #2. Process. This is just an introduction and additional time will be spent using the format in future sessions.

- **Activity** Introduce video and show. It runs 25 minutes. Stop the video when he talks about "2 kinds of difficult people -active and passive." This is about half way. Discussion should follow at this point. They have identified difficult people they have to deal with in previous discussions. Repeat the 4 points made in the video:
    1. Pinpoint the problem
    2. Examine the relationship
    3. Determine the costs
    4. Search for a cure

  Remind them they may need to change their strategy from curing to coping.

- **Wrap up** *The Knot Game* - Stand in a circle, shoulder to shoulder. Place hands in the center. Reach across the circle and grasp 2 hands, belonging to **2 different people.** Do not grasp the hand of a person right next to you. Then untangle the knot without letting go of hands. This works best with at least 8 or 9 people.

- Collect folders and pencils. Keep together with pens, markers, etc. Roll up easel pad sheets for future use.

Positive Problem Solving

(Adapted from 1994 Wellness Reproduction, Inc.)

Let's brainstorm!

1. Identify the problem: ______________________________

____

____

____

2. Be creative and list the possible solutions and consequences:

Possible Solutions	***Consequences***
☐ ____________________	____________________
☐ ____________________	____________________
☐ ____________________	____________________
☐ ____________________	____________________
☐ ____________________	____________________
☐ ____________________	____________________
☐ ____________________	____________________

✓ the boxes for those solutions that sound reasonable to you.

3. When and how will the solutions(s) be tried? ____________________

____

____

____

____

____

4. Evaluate --How did it work? ______________________________

____

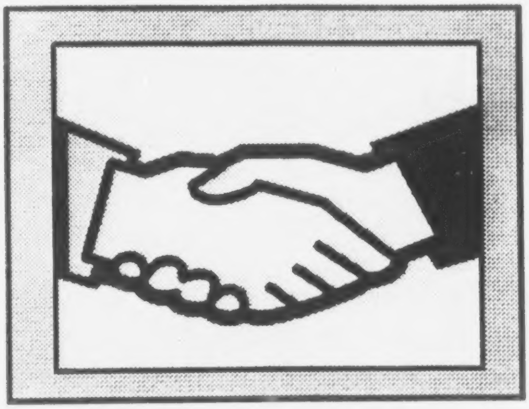
____

____

____

____

____



Session 12 Problem Solving

Welcome:

Learning Goals:

To define a problem

To continue to learn a specific approach to problem solving.

To experience a team approach to problem solving

Personal Awareness:

Ice Breaker: *Item Introduction*

Discussion:

Positive Problem Solving

Activity:

Check your I.Q. --Imagination Quotient

Wrap Up:

A What?

Instructor's Notes Session 12

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Copy hand out *Positive Problem Solving, Check your IQ*

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Wear name tag
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Item Introduction* Each person takes an item from pocket or purse and introduces self in terms of this item, explaining why it is typical, etc. Process.

- **Discussion** Pass out new copies of *Positive Problem Solving* and go over the format again. Use examples from *Real Experiences* if you have them. Explain that this basic format can be used for any type of problem, at home or on the job. Versions of this are used by corporations. Encourage them to brainstorm and come up with creative solutions. Stress the importance of evaluating the consequences. This is a very important step in making good decisions. It is good to teach this to children.

Activity *Check your IQ- Imagination Quotient.* Form small groups of 3. Keep mixing group composition so everyone gets to work with everyone during the remaining sessions. Do items 1 and 2 as a group so everyone gets the idea. Tell them to see which team finishes first. Then go over answers together so that everyone has the correct answers. Encourage them to try this with family and friends.

- **Wrap up** *A What?* - Use 2 small, common objects such as keys, eraser, a pen, etc. Ps stand in a circle in the center of the tables. The object of the game is to pass 2 objects around the circle in opposite directions. Start with just one object until they get the hang of it. You name one of the objects **bibble** and offer it to the P on your right saying, "This is a bibble." The P to whom it is offered asks, "A what?" You reply, "A bibble" and the object is passed. The P continues the ritual, but when the next P asks "A what?", the P offering the object turns back to the previous passer and asks "A what?" The "A what? is passed along back to you and you again say "A bibble" which is passed back down he line. This should continue until the 'bibble" gets all the way around the circle and back to you.

  When you get the hang of it , start the 'bibble' going around the circle to your right again, but also start another object, "A **froin**" by offering it to the P on your left. The procedure is the same. The hard part for you is to remember to say "A bibble" when asked by the P on your right and "a froin" when asked by the P on your left. At some point, in the middle, the 2 objects are going to cross paths. This may seem chaotic, but hang on and keep going. The activity ends when both objects get back to you.

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

Check your I. Q. - Imagination Quotient Interpret the following:"

1

SAND

2. MAN
BOARD

3 STAND
I

4 R|E|A|D|I|N|G

5. WEAR
LONG

6. R
ROAD
A
D

7. CYCLE
CYCLE
CYCLE

8. T
0
W
N

9. LE VEL

10. KNEE
LIGHT

11 DEATH/LIFE

12. ECNALG

13. 0
M. D.
Ph. D
D. D. S

14. i i i i
0 0

15. DICE
DICE

CHAIR
16.

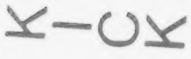
17. T
O
U
C
H

18. GROUND
FEET
FEET
FEET
FEET
FEET
FEET

19. MIND
MATTER

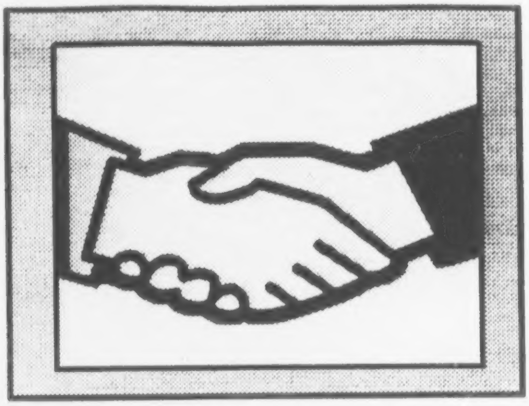
20. HE'S/HIMSELF

21. GEGS
GGSE
EGSG

22. 

Check your I. Q. *Answer Key*

1. sand box
2. man overboard
3. I understand
4. reading between the lines
5. long underwear
6. cross roads
7. tricycle
8. downtown
9. split level
10. neon light
11. life after death
12. backward glance
13. 3 degrees below zero
14. circles under eyes
15. pair of dice
16. high chair
17. touchdown
18. 6 feet under ground
19. mind over matter
20. he's beside himself
21. scrambled eggs
22. onside kick (football term)



Session 13 Problem Solving

Welcome:

Learning Goals:

To continue to learn a specific approach to problem solving.

To explore the importance of communication in problem solving.

Personal Awareness:

Ice Breaker: *Introduction Instant Replay*

Discussion:

Positive Problem Solving

Activity:

The importance of communication in problem solving

Wrap Up:

Name that Soap!

Instructor's Notes- Session 13

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Copy hand out *Positive Problem Solving, Name that Soap!*

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Introduction Instant Replay* Everyone should know everyone's name by now. To make sure and for fun, stand in a circle facing the center. A volunteer moves into the circle announcing his/her name while performing whatever movements and gestures they choose. Everyone else then mimics those movements and gestures as closely as possible while repeating that person's name. Go around the circle until everyone has had a turn.

- **Discussion** Pass out, *Positive Problem Solving*. Review the process, eliciting as much from Ps as possible.

- **Activity** Have Ps work in triads on using the problem solving outline. Use a problem from Real Experiences or one of your own. Make sure Ps understand their task. Circulate and try to facilitate. Some may need guidance. Process.

- **Wrap up** *Name that Soap!* Re-form the small groups and have them complete "the letter" as a group with one designated writer. Go over it when all the groups have completed it so they can share their efforts.
- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

NAME THAT SOAP!

Punch
Dreft
Cheer
Caress
Tide
Wisk
Dove
Fab
Dial
Coast
Dynamo
Lever 2000
Chiffon
Breeze
Palmolive
Vel
All
Duz
Dash
Dawn
Mr. Clean
Dermassage
Spic & Span
Sweetheart
Irish Spring
Ivory
Lifebouy
Joy
Trend
Zest

My Dear Little Turtle ______________,

Each time I __________ you, your telephone line is busy for hours! I sure hope that you don't have any other ______________ on the side. Just thinking of that makes me mad and I would have to ____________ to my car and quickly ____________ to your cottage on the lake. If I ever see you fooling around with another man, I will have to dump you in the lake without a ______________.

On a more positive note, the time that we spent together last night was beautiful. I still recall the soft, gentle ___________ blowing through the trees as the high _____________ was coming in from the ocean. I enjoyed watching the moon go down as ______________ was approaching. You looked gorgeous in your pink ______________ dress and you appeared so full of ____________ and _____________. You definitely have a ___________for life. That is why I am crazy about you.

After we are married, we can build a ______ulous home together. Let's paint it _____________ and green. It __________ my heart good to know that we will be in it forever. We will take good care of it and keep it __________________. That's it for now, my darling! I love you,

____

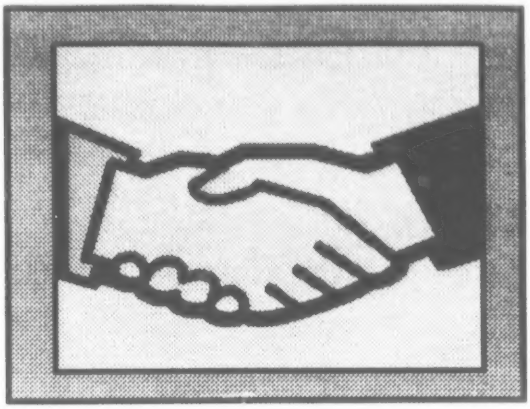
My Dear Little Turtle ***Dove***,

Each time I ***dial*** you, your telephone line is busy for hours! I sure hope that you don't have any other ***Sweetheart*** on the side. Just thinking of that makes me mad and I would have to ***coast*** to my car and quickly ***dash*** to your cottage on the lake. If I ever see you fooling around with another man, I will have to dump you in the lake without a ***Lifebuoy***.

On a more positive note, the time that we spent together last night was beautiful. I still recall the soft, gentle ***Breeze*** blowing through the trees as the high ***tide*** was coming in from the ocean. I enjoyed watching the moon go down as ***dawn*** was approaching. You looked gorgeous in your pink ***chiffon*** dress and you appeared so full of ***cheer*** and ***joy***. You definitely have a ***zest*** for life. That is why I am crazy about you.

After we are married, we can build a ***fab***ulous home together. Let's paint it ***ivory*** and green. It ***duz*** my heart good to know that we will be in it forever. We will take good care of it and keep it ***Spic & Span***. That's it for now, my darling! I love you,

Mr. Clean



Session 14 Problem Solving

Welcome:

Learning Goals:

To continue to practice a specific approach to problem solving.

To experience a team approach to problem solving.

To explore the importance of communication in problem solving.

Personal Awareness:

Ice Breaker: *Johnny Went To Sleep*

Discussion:

The importance of communication in problem solving

Activity:

Positive problem solving in small groups.

Wrap Up: *Values Clarification Exercise*

Instructor's Notes   Session 14

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts
- Copy hand out *Positive Problem Solving, Values Clarification*

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*

  Set up sign-in sheet, pens, pencils, name tags, agendas, folders

  Procedure
- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly. Go over agenda. Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Johnny Went to Sleep* -- See directions. Just for fun.

- **Discussion** Based on how well Ps understand problem solving, you may want to repeat the communication model and integrate it with problem solving. Or you may need to give more practice with problem solving, possibly as one large group. (Sometimes the small groups get off task.)

  Activity Have Ps work in small or large groups using the problem solving outline. Use a problem from Real Experiences or one of your own. Make sure Ps understand their task. Circulate and try to facilitate. Some may need guidance. Process.

- **Wrap up** At this point, it is beneficial to introduce some values clarification instrument or have discussion on values and how they influence behavior. Though many are available, due to copyright restrictions we have been unable to include one in this guide. We have had success with an exercise from *Values Clarification Handbook of Practical Strategies for Teachers and Students*. See references for more information.

  You may have also more fully research *values clarification* in the library since there are many exercises and instruments available.

- Collect folders and pencils. Keep together with pens, markers, etc. Roll up easel pad sheets for future use.

Johnny Went to Sleep

This is a sound and movement game that, like an old-fashioned slapstick comedy, builds and builds until it is truly a ridiculous sight.

Open space is necessary. About 10 minutes is needs.

Directions:

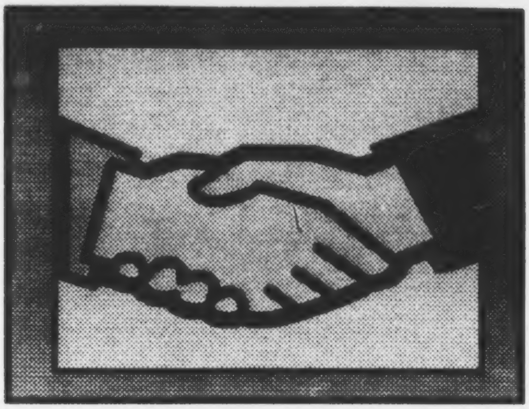
1. Everyone stands in a circle. The first player begins by saying "Johnny when to sleep." The rest of the group answers "How did Johnny go to sleep?" The leader they says, "Johnny went to sleep like this, like this," repeating a small gesture such as nodding the head or twisting the wrist. The rest of the group mimics the gestures and answers "Like this, like this."

2. The entire group continues to repeat the gesture as the next player in line says, "Johnny went to sleep," and the others respond as before. The second player adds another gesture to the first, so that now there are two movements to keep going.

3. The game continues around the circle, each player adding a gesture.

4. By the end of the game, the entire group should be a foot-wiggling, eye-blinking, head-shaking, nose-twitching mess. Try to add as many gestures as possible before the game totally falls apart. Since it is difficult to do more than ten gestures at once, you many not get everyone in the group, but see how far you can get. Start off slowly with small things, such as toes and fingers, and work up to the bigger things, such as arms and legs.

Interpersonal Communication & Problem Solving Skills



Session 15 Reaching Consensus

Welcome:

Learning Goals:

To define and discuss consensus.
To continue to learn a specific approach to problem solving.
To experience reaching consensus in problem solving.

Personal Awareness:

Ice Breaker: *How We Define Ourselves*

Discussion:

What is consensus?

Activity:

Reaching consensus in problem solving.

Wrap Up: Values Clarification Exercise and/or discussion

Instructor's Notes Session 15

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda
- Copy hand out *Consensus, Lost at Sea, Values Clarification*
- Read *Consensus* material and directions for *How we define ourselves* to prepare.

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *How We Define Ourselves* Explain, "This exercise will give you an opportunity to view yourself in some ways you may not have perceived yourself before. Remember, we come from many different backgrounds, family structures and have had many various experiences. You do not have to join any particular group if you are not comfortable with its description." Ask Ps to all stand at one end of the space in the center of the tables. As you read each descriptor, ask members of that group to go to the opposite end of the space. Ask the group to turn and face the rest and note who is in the group with them. "Any surprises about who is in the group with you?" Process.

- **Activity** Have Ps break into small groups of 3 or 4. Try to see that the group Ps are different and that the same Ps don't work together all the time. Have them pair off by height, age, color of clothing, 1st letter of name, etc. Explain that they will be working on solving a problem as a team and are to reach consensus. Distribute *Lost at Sea*.. This activity is designed to show the effectiveness of consensus-seeking behavior in groups by comparing an experience with individual decision making with group decision making. Ps will rank the items in order of importance individually with no discussion. This may take 5 minutes. Then Ps will form groups of about 5 and ask them rank the items as a group.

You should give each group recorder another sheet to record consensus answers. Each member of the group should partially agree with the group choices to establish consensus, but ask them to avoid using such techniques as averaging, majority-rule voting or trading. Groups may need 15 minutes or more to come to consensus on ranking. When group consensus is completed, the *Expert* ranking is distributed or displayed on the board. Ask Ps to calculate the difference between the Individual Rank and the Expert Rank. Add the difference column. and put the total at the bottom. Then add the difference between the group rank and the expert rank.. Higher scores have greater negative implication.

The instructor should lead a discussion of comparative outcomes of individual and group rankings. Discussion questions might be:

What patterns of decision making occurred?

What behaviors helped or hindered the consensus seeking process?

Synergy is defined as the consensus score lower than the lowest individual score in the group. (Synergy-the whole is greater than the sum of it's parts).

- **Wrap up** Because some *values clarification exercises* are quite time consuming several sessions have been allotted to complete the exercise.

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

How We Define Ourselves

Practice: If you perceive yourself or have ever been perceived by others . . .

- as being born after 1970, you should step forward.

Those who have stepped forward should:

1. Turn and face those in the original group.
2. Note who, if anyone, is in the new group with you.

Those in the new group and the original group should note how you feel.

Those in the new group should resume your place in the original group.

I am now going to read a number of descriptors. After each we will follow the process we have just done.

You should step forward if you perceive yourself or have ever been perceived by others ....

- As having a brother or sister
- As having a language other than English spoken at home when you were growing up.
- As someone who grew up in a home with more than one parent present most of the time.
- As someone with a family member or friend who belongs to a union.
- As someone who grew up in a household where someone was physically or mentally disabled.
- As someone who did not take school seriously.
- As someone who has more than a 12th grade education.
- As having a family member who overcame a serious medical problem.
- As having a close family member who died when you were growing up.
- As someone who comes from a wealthy background.
- As someone who moved more than once while growing up.
- As someone who has ever been praised for doing a good job.
- As someone who has ever been the victim of stereotyping, prejudice, or discrimination either at work or elsewhere.
- As someone who has ever felt different from those around him or her.

Return to your seats. How did it feel: Was there any particular descriptor that you identified with that was a surprise to you? Was there any that made you feel good? Why? Any that made you feel bad or uncomfortable? Why? What do you think the main point of this exercise is?

Consensus

Consensus means that we talk through a decision, situation, problem, difficulty or conflict together. It means that we must have respect and understanding, as well as patience to actively listen to the other person's point of view. The bottom line is that we can all live with the decision or outcome and actively support it. There is no easy way to come to consensus (not that it is difficult), it simply means working with your team members to come up with the very best answer to the questions.

Some helpful hints when attempting to reach consensus are:

- Listen actively.
- Do not pre-judge what is going to be said.
- Focus on the content, not the person.
- Use the expertise on your team for the topic being discussed.
- Utilize data and don't depend on hearsay or opinions.
- Use good communication skills.
- Account for differing styles of the individuals on your team.

Lost at Sea

You are adrift on a private yacht in the South Pacific. As a result of a fire of unknown cause, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of navigation equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately 1000 miles south-southeast of the nearest land.

Below is a list of 14 items that are intact and not damaged by the fire. In addition to these items, you have a serviceable rubber life raft with oars, large enough to carry yourself, the crew and 10 of the items listed below. The total contents of all survivors' pockets are several books of matches and 5 one-dollar bills.

Your task is to rank the 14 items below in terms of their importance to your survival. Place a number 1 by the most important item and so on through number 14, the least important item.

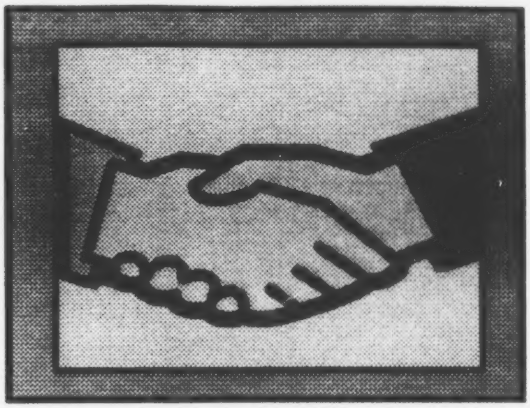
Item	**Indiv. Rank**	**Difference**	**Expert Rank**	**Difference**	**Team Rank**
compass					
shaving mirror					
five-gallon can of water					
mosquito netting					
1 case of US Army C rations					
maps of the Pacific Ocean					
seat cushion (Coast Guard approved floatation device)					
2 gallon can of oil/gas mixture					
small transistor radio					
shark repellent					
20 sq. ft. of opaque plastic					
15 feet of nylon rope					
2 boxes of chocolate bars					
fishing kit					
Totals					

Lost At Sea Answer and Rationale Sheet

According to the *experts*, the basic supplies needed when stranded in mid ocean are articles to attract attention and articles to aid survival *until rescuers arrive*. Articles for navigation are of little importance. Even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to live for that length of time. Therefore, the most important are the shaving mirror and the 2 gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are water and food. The following explanation does not represent all of the potential uses for the items, but gives the primary importance for each.

1. Shaving mirror--critical for signaling air-sea rescue.
2. Two gallon can of oil-gas mixture--critical for signaling. The oil-gas mixture will float on the water and could be ignited with a dollar bill and a match. This would be done outside the raft.
3. Five gallon can of water--necessary to replenish loss by perspiring, etc.
4. One case of Army C rations--provides basic food
5. Twenty square feet of opaque plastic--used to collect rain water and provide shelter from the elements.
6. Two boxes of chocolate bars--a reserve food supply
7. Fishing kit-ranked lower than candy bars because there is no assurance that you will catch any fish.
8. Fifteen feet of nylon rope--may be used to lash equipment together to prevent it from falling overboard.
9. Floating seat cushion--if someone fell overboard, it could function as a life preserver.
10. Shark repellent--obvious.
11. One quart of 160 proof Puerto Rican rum--contains 80% alcohol. That is enough for use as an antiseptic for any injuries. Of little use otherwise since it will cause dehydration if ingested.
12. Small transistor radio--of little value since there is no transmitter and you are out of range of AM stations.
13. Maps of the Pacific Ocean--worthless without needed navigational equipment. It really doesn't matter where you are but where the rescuers are.
14. Mosquito netting--there are no mosquitoes in the mid Pacific.
15. Sextant--without tables and a chronometer, it is relatively useless.

The basic reason for ranking signaling devices above life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Most rescues occur during the first 36 hours and one can survive without food and water for that period of time.



Session 16 Seek first to Understand

Welcome:

Learning Goals:

To define and discuss empathic communication.

To continue to experience a team approach to problem solving.

Personal Awareness:

Ice Breaker: *Silent Sorting*

Discussion:

What is empathic communication?

Activity:

More problem solving.

Wrap Up:

Instructor's Notes Session 16

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, handouts *Playing Card activity*
- Read directions for *Silent Sorting.*
- Read *Habit 5 - Principles of Empathic Communication* from Stephen R. Covey's book, *The 7 Habits of Highly Effective People.*
- Secure an overhead projector.

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders
- Use *Seek first to understand* on the overhead project.

Procedure

- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Silent Sorting.* See directions. Process.

- **Discussion** Based on reading, lead discussion on what empathic communication is and its value.

- **Activity** *-Playing card activity* (or other problem solving activity.) Problem solving in small groups on a light-hearted topic. This may give some Ps who have not done well with problem solving, an opportunity to do well on the word activities. Process. **Note**: Brainteaser-type activities can be collected from newspapers and magazines and be used for this activity.

- **Wrap up** Continuing *Values Clarification Exercise*

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

Silent Sorting

What to say: We're going to participate in a group exercise to help us feel more comfortable about working together as a group.

- Stand up and gather in the middle of the room.
- If you need more space, move any tables or chairs that may be in your way.
- Don't talk to each other or make any sounds.
- Don't make any marks or gestures on anything, including your hand.
- You can use hand signals in the air.

Sort yourselves into a line based on the first letter of your mother's first name (or the person you consider to be your mother), with A at one end and Z at the other.

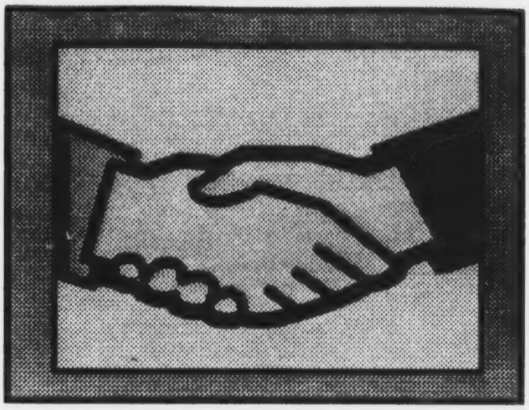
If 2 or more of your mothers have the same first name, then use the last name to determine alphabetical order.

Allow 5 minutes or less if the group completes the activity sooner. Check to see how close the group came to getting the alphabetical order correct. Instruct each participant to state aloud his/her mother's name starting with A.

Discussion Questions:

- Was it hard? Why?
- What would have made it harder?
- What would have made it easier?
- Was it frustrating?
- What would have made it less frustrating?
- Was it fun?

Interpersonal Communication & Problem Solving Skills



Session 17 Then to be understood

Welcome:

Learning Goals:

To practice using I-messages.

To continue I-messages and empathic listening in problem solving.

Personal Awareness:

Ice Breaker: *Person to Person*

Discussion:

What are I-messages?

Review empathic listening.

Activity:

Combining I-messages and empathic listening

Practice problem solving.

Wrap Up: *Values Clarification Exercise*

Instructor's Notes Session 17

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda.
- Copy hand out *I-messages, Feeling Words, Telling others how you feel about their behavior.*
- Read *I-message and communication* material and directions for *Person to Person* to prepare.
- Initiate discussion of what kind of celebration Ps would like to have on the last day of class. Snacks? Who will bring what?

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
  Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Greet each warmly
- Have Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Person to Person* Explain, "The main role of this exercise is to remember to **keep it clean!**" Have Ps pair off. Trainer should be the first Caller. The Caller names a body part which the partners must then have to touch on each other. For example, "Shoulder to shoulder, shoulder to shoulder, shoulder to shoulder" which everyone repeats rhythmically over and over as they touch their partner shoulder to shoulder. Then the caller calls out another body part--"Thumb to thumb." Everyone again repeats rhythmically as they touch their partner thumb to thumb. This continues using various body parts until the Caller says "Person to Person.." Then everyone must change partners and the Caller selects a partner also. The person left without a partner after the change becomes the new Caller. If the players are inclined to remain caller for too long, impose a time limit of no more than 5 body parts. Suggested body parts to help keep it clean may be: little finger, knee, toe, shoulder, thumb, hip elbow, ear, palm, forearm, foot. You may want to give an *approved list* of body parts to each caller. Process.

- ***Discussion*** Pass out *I-messages*. Read over handout focusing on Part 4, Using I-messages when you have a problem with someone." Review empathic listening. Introduce other handouts as desired. The handout, *Feeling Words*, is good to describe feelings when sending I messages.

- **Activity** Use the situations in *Telling others how you feel about their behavior* as scripts for role plays in small groups or have volunteers take turns acting them out in front of the total group. Encourage Ps to use I-messages and empathic listening techniques.

- **Wrap up**

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

I-Messages

An *I-message* is used to tell others your thoughts, feelings and ideas. Sometimes and *I-Message* explains why you feel the way you do. *I-messages* can be used for four different purposes.

1. Using I-messages to help build friendships.
2. Using I-messages to say NO.
3. Using I-messages to ask for help.
4. Using I-messages when you have a problem with someone.

1. Using I-messages to help build friendships.

When you send I-messages you are telling others about yourself. Honest I-messages allow others to know the real you. This helps build friendships. If you never say what you think or feel, others cannot know you.

Examples: I am enjoying this class.
I don't like to dance.
I think the President is doing a great job.
I feel uncomfortable sending an I-message.

2. Using I-messages to say NO.

Why do you say *yes* when you want to say *no?* There are many answers to this question. It may be too difficult or too painful for you to say no. You may fear that others will not like you. You may feel guilty. You may feel that it's your duty to say *yes*. There are many reasons. Sometimes you may not even think that you have a choice and say *yes* without thinking. Other times, you may be confused or undecided about how you feel. You say *yes* and then later wish you had said *no*.

I-messages can be a great help when you want to say *no*. An I-message used to say no has two parts: *how you feel* and *why you feel that way*. It is not always necessary to give a reason but sometimes it is helpful for the other person to understand that your decisions are based on your important needs and values and that you are in control. If you can't decide whether to say *yes* or *no*, you should say so. Let the person know your decision later.

When you say *no*, you do not have to say that you are sorry. You haven't done anything wrong. You simply don't want to are unable to do what has been requested.

Examples: No, I don't want to loan you my car because I have to use it.

No, I can't come to your party because I have other plans.
I don't know for sure if I can do that. I'll call you back tonight.

3. Using I-messages to ask for help.
I-messages can be used to ask for help. These I-messages have 2 parts: *What you want or need* and *the reason you want it.*

Examples: I would like you to play quietly for 30 minutes after I get home from work because I need to rest.

I need your help in cleaning the kitchen after supper so I can get done sooner and enjoy the evening with you.

4. Using I-messages when you have a problem with someone.
Sometimes people may do things that get in the way of your meeting your own needs (like playing the radio too loudly or being late for an appointment).

A *you-message* is often our first reaction when we are upset with someone's behavior. Example: "you don't care how I feel or you wouldn't be doing that!" This is not good because it may hurt the self-esteem of the person, make them angry, and/or make them unwilling to cooperate.

It is best to be assertive and send an I-message. An I-message, used with another person's behavior is unacceptable has 3 parts:

It describes the behavior of the person that is bothering you
It describes your feelings
It describes the effects of the behavior on you.

Which of the messages below would make you feel more like cooperating?
1. A. You never put my scissors back after you use them. Do you think I like to run around looking for them?
B. When you don't put the scissors back it really bugs me because I have to have to spend time looking for them..

2. A. You shouldn't go out without a hat and mittens in this cold weather. Don't you have any brains?
B. When you go out without a hat and mittens, I'm really concerned because I'm afraid that you'll get sick..

Telling Others How You Feel About Their Behavior

Identify the three parts of the I-message for each situation and put them together to make an I-message.

Example: You always serve supper at 6 o'clock and you expect the whole family to be there. Lately the kids have been about 15 minutes late.

Description of behavior: Kids are 15 minutes late for supper.

Feelings: Annoyed, impatient

You-message: You're late again! You don't care that I've spent the last hour making supper. All you think of is yourselves.

I-message: When you're 15 minutes late for supper, I feel annoyed because I have to eat alone, the food gets cold, and it takes longer for the kitchen clean up.

1. Your friend keeps dropping in to visit when you're just ready to eat.
Description of behavior:

Feelings:

Effects on me:

I-message:

2. Your child's other parent repeatedly brings your child back late from visits.

Description of behavior:

Feelings:

Effects on me:

I-message:

3. Your child doesn't clean up the kitchen after making a snack.

Description of behavior:

Feelings:

Effects on me:

I-message:

4. Your boss sets an unreasonable deadline for you to complete your work.

Description of behavior:

Feelings:

Effects on me:

I-message:

5. You make arrangements with a co-worker to carpool to work. The friend is not ready for work on time and you are always late.

Description of behavior:

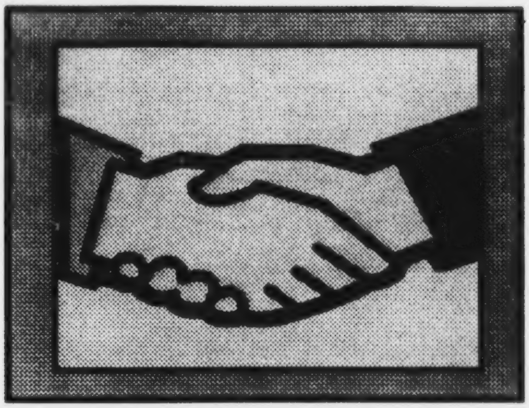
Feelings:

Effects on me:

I-message:

Feeling Words

accepted
accused
afraid
angry
annoyed
anxious
appreciated
ashamed
awed
bad
better
bored
bothered
brave
calm
capable
certain
comfortable
confident
confused
contented
defeated
determined
difficult
disappointed
discouraged
disrespected
down
embarrassed
encouraged
enjoy
excited
foolish
frightened
frustrated
glad
good
grateful
great
guilty
happy
hated
hopeful
humiliated
hurt
ignored
impatient
inadequate
indifferent
inferior
insecure
jealous
joyful
left out
lonely
loved
nervous
OK
pleased
protective
proud
put down
rejected
relieved
repulsed
respected
sad
safe
satisfied
scared
shy
silly
stupid
superior
tense
thrilled
trusted
uncertain
undecided
unfair
unhappy
unloved
up
wonderful
worried
worthless



Session 18 Oral Review

Welcome:

Learning Goals:

To continue practice using I-messages

To combine I-messages and empathic listening in problem solving

Personal Awareness:

Ice Breaker: *What's in a Name?*

Discussion:

Oral Review

Activity:

Visuthink

Wrap Up:

Instructor's Notes Session 18

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda, brainteaser-type activity
- Copy hand out
- Solidify plans for the "end of class celebration"

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Greet each warmly
- Pave Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

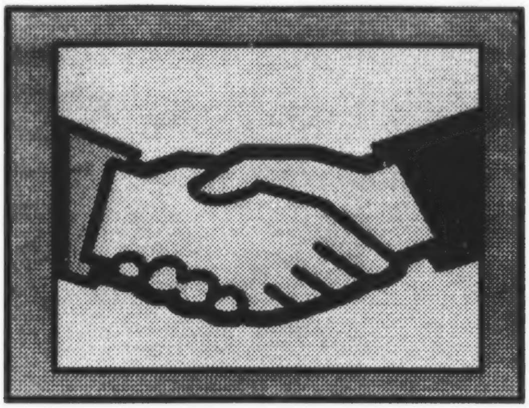
- **Icebreaker** *What's in a name?* Going around the group, one at a time, ask each P how they got their name? (Who were you named after? Who gave you the name? What does it mean? How do you like it?) Process.

- **Activity** *Brainteaser-type activity* Problem solving in small groups.

- **Wrap up**

- Collect folders and pencils. Keep together with pens, markers, etc. Roll up easel pad sheets for future use.

Interpersonal Communication & Problem Solving Skills



Session 19 Oral Review

Welcome:

Learning Goals:

To review learning goals orally

To continue to experience a team approach to problem solving

Personal Awareness:

Ice Breaker: *Getting to Know You Better*

Discussion:

Oral review of learning goals

Activity:

The Instruction Game.

Wrap Up:

Problem solving

Instructor's Notes Session 19

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda
- Copy hand outs *Getting to Know You Better, The Instruction Game, Problem Solving,* and *Learning Goals*
- Firm up plans for last day of class.

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Greet each warmly
- Pave Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

- **Icebreaker** *Getting to Know You Better* -- Have Ps pair off with someone they know LEAST well. Explain, "It may seem a little late to be talking about getting to know you, when the class is almost over and you have been together for so long. But if you look carefully at the questions, you will see that they require answers on a very deep and revealing level. I hope you will feel comfortable sharing with anyone one in this class.: Pass out *Getting to Know You Better.* Make sure Ps understand that they are to ask their partner each question 5 times and get 5 responses. Then their partner is to ask them each question 5 times and get 5 responses. Process. Look for differences between ways friends would describe and the ways interviewer would describe.

  Discussion Pass out *Learning Goals.* Go over each goal and ask for comments regarding the value of the class, helpfulness, what they remember, etc.

- ***Activity*** *The Instruction Game*. Pass out *Instruction Game*. Ask them to do it. Give no other directions or hints.

- **Wrap up** *Problem solving exercise* or any other activity that has not been completed (Ex. Social Bingo)

- Collect folders and pencils. Keep them with pens, markers, etc. Roll up easel pad sheets for future use.

Getting to Know You Better

Interview your partner, answering each question 5 times.

Ask your partner: ***Who are you?***

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Ask your partner: ***How would your friends describe you?***

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Ask yourself: ***How would I describe the person that I am interviewing?***

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Learning Goals

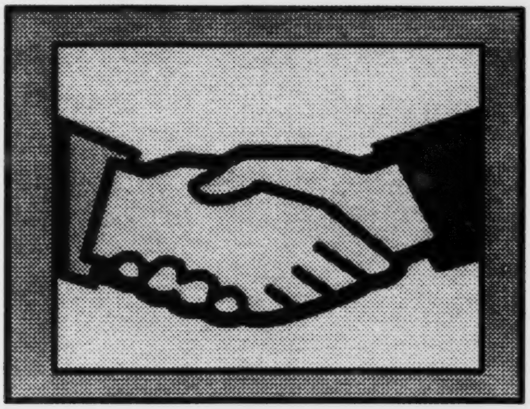
1. To describe and define communication
2. To experience the value of effective communication
3. To increase awareness of the diversity of perceptions, attitudes, and cultural styles among participants.
4. To identify workplace team members with whom we communicate and types of communication necessary.
5. To explore the dynamics of non-defensive communication.
6. To assess our own communication skills.
7. To define and describe effective listening.
8. To assess our own listening skills.
9. To practice effective listening skills
10. To define and discuss the communication model.
11. To identify barriers to effective communication
12. To practice effective communication.
13. To define a problem
14. To learn a specific approach to problem solving.
15. To experience a team approach to problem solving.
16. To explore ways to deal with difficult people.
17. To explore the importance of communication in problem solving.
18. To define and discuss consensus.
19. To experience reaching consensus in problem solving.
20. To define and discuss empathic communication.
21. To practice using I-messages.
22. To combine I-messages and empathic listening in problem solving.

The Instruction Game

Please read ALL instructions before completing this page.

1. Print your name in the upper right-hand corner.
2. Underline the 4th word in the second complete sentence on this page.
3. Add 42 +21 and put the answer in the middle of the bottom of this page.
4. Circle number 13 on this page.
5. Draw a triangle in the lower right-hand corner.
6. PRINT your birth date in this space: ______________________________
7. Name one thing you had to eat yesterday: __________________________
8. Print the 5th word on this page that is printed in **bold-face** type. ________
9. How long have you lived in this state? ____________________________
10. Even though it says *Please read all instructions before completing this page*, please circle the word before **now,** then finish reading.
11. How many miles do you drive to work? ___________________________
12. Name your favorite dessert? ____________________________________
13. Name your favorite vacation?____________________________________
14. Place a star in the upper left-hand corner.
15. Spell your name backwards: ___________________________________
16. Now that you've read all the instructions, do only instruction number 1 and stand up.

Interpersonal Communication & Problem Solving Skills



Session 20 Oral Review

Welcome:

Learning Goals:
  To evaluate.
  To celebrate!

Activity:

Evaluations
Interpersonal Communication Survey

Culminating Activities:

Refreshments
Participant's Choice
Certificates
Affirmations

Instructor's Notes Session 20

Preparation

In advance

- Prepare agenda
- Copy sign in sheet, agenda
- Copy hand out *Interpersonal Communication Survey*
- Secure "stuff" for last day of class celebration

In the classroom

- Arrange tables and chairs in U shape
- Display *Welcome sign* and *Group Guidelines*
- Set up sign-in sheet, pens, pencils, name tags, agendas, folders

Procedure

- Greet each warmly
- Pave Ps sign in, take pencil, name tag, agenda, and folder
- When all arrive, welcome warmly and go over agenda
- Inquire about absentees
- Read aloud and briefly explain learning goals
- Group Guidelines - refer to briefly

Activity Distribute materials and administer post-tests. When completed, distribute *Interpersonal Communication Survey*. Collect all materials.

Wrap Up Enjoy whatever refreshments have been planned. If there's time, there may be an activity they would like to repeat. Distribute certificates and be sure to leave 10 minutes for the final Affirmations.

Ps keep their folders. Collect pencils, pens, markers, etc. Roll up easel pad sheets (communication model, arrow sheet, etc.) for future use.

Interpersonal Communication and Problem Solving Review

Name ______________________ ***Code Number*** ______ ***Date*** __________

Instructor: ____________________ ***Course Number*** __________________

1. What is communication? ______________________________________

2. Why is clear communication important? __________________________

3. What is non-verbal communication? _____________________________

4. What is active listening? ____________________________________

5. What are two behaviors that improve communication? ________________

6. Give an example of a barrier to effective communication? ______________

____

____

____

7. How would you define a problem? ______________________________

____

____

____

8. Briefly describe a problem solving technique? ____________________

____

____

____

____

____

9. What is consensus? ____

____

____

____

____

10. What are two behaviors that contribute to team building? ____________

____

____

____

____

Sources for Exercises and Materials

Covey, Stephen R. *The 7 Habits of Highly Effective People,* A Fireside Book-Simon & Schuster, New York, 1989. (pp. 235-260-Principles of Empathic Communication.)

Simon, Sidney. *Meeting yourself halfway.* Argus Communications, Niles, Ill. 1974. ("Am I Someone Who . . . .? An exercise in Self Discovery"- an excellent activity for Lesson 11. Also "Values Clarification Exercise" - an in-depth exercise with explanations is included.)

Weber, Ken. *Mental Gymnastics for Trivia Freaks and Puzzle Nuts.* Beaufort Books, Inc. 9 East 4th Street, New York 10016. 1984 (Visuthink and Playing card activity are excellent.)

CMR Films 2215 Faraday Ave. Carlsbad, CA 92008
To order by phone call, 1-800-421-0833.
To fax an order 1-619-931-5792
This is the source for the videos used in this course.

- *Communicating Non-defensively: Don't take it personally* (22 minutes) based on the book, *Keeping your Cool Under Fire: Communicating Non-Defensively* by Theodora Wells
- *Working with Difficult People* (26 minutes)

Reference Materials

Guidelines for Learning to Listen (Unable to identify source)

1. Listen for the feeling in the sender's message and listen carefully to the words being said.

2. Tell them, as exactly as you can, what you think you heard them say and the feelings involved.

3. Do not respond to their message by sending a message of your own, such as evaluating, giving opinions, analyzing, etc.

4. One way to start learning to listen is by beginning your *question* in one of the following ways:

   You feel that .... ?
   What I hear you saying is ....?
   What I think you said is ....?
   Your (name the feeling, ex. angry) ....?

5. As a safe general rule: Try to simply paraphrase what the other person (the sender) has said and what that person seems to be feeling.

Suggestions to Enhance your Listening Skills

(Adapted from materials developed by UAW Chrysler Training Center in Huntsville, Alabama with funds from NWLP federal grant.

Remember, above all: Listen Actively, Objectively, and Analytically

Attitudes:

- Take the time to listen
- Make the effort to learn about new things and different ideas.
- Be open minded.
- Listen to understand.
- Give the speaker your full attention.
- Show appreciation for the speaker's point of view.
- When someone is speaking to you, take the meaning of the words as the speaker means them to be defined rather than using your own definitions or interpretations.
- Send the appropriate feedback.

Techniques for instinctive listening (automatic, spontaneous):

Sit or stand relatively close to the speaker in an alert position.
Minimize distractions around you.
Give your full attention from the beginning to the end of the conversation.
Have a positive attitude.
Focus you eyes on whom your are speaking

SSSH! Listen, Don't Just Hear

(DuoForce Enterprises Inc. Newsletter. Vol. I, Issue 4, Fall 1993)

One of my son's teachers once said to him, "Do you have trouble hearing? "No, ma'am," he answered. "I just have trouble listening."
My son was only 7 years old at the time, and he didn't realize he had zeroed in on one of society's major professional and personal problems: **We hear fine; however, we don't listen well.**

We spend about 80-85 % of our day engaged in some form of communication activity, with listening the most-used skill. In fact, we spend about 45% of our average day engaged in listening. As we climb the corporate ladder, the percent rises to 55% for middle managers and up to 75% for top executives.

Ironically, listening is the least taught communication skill. As business people, we are bombarded with information about seminars and advice on sales training, customer service, personnel management, managing diversity, and leadership skills. Only a small percentage of these programs is devoted to listening skills ... the one skill that will almost certainly help you sell more product and manage people better. What is needed are workshops devoted only to improved listening skills. Why? Let's get to the bottom line. If you pay someone $30,000, about $13,500 of that is for listening skills. Do you or your people earn that 45% of their salary If you are self employed you could be earning more if you learned to listen better.

Here is the initial advice my bartender friend gives to new hires:

> Listen to your customers. Listen. It's the quickest way establish loyalty. They want you to know more about them than they want to know about you. That's why they have chosen to come here.

That same advice is apropos in the work place and at home. I have yet to have clients complain that their boss/ employee / spouse / children listen to them *too much*. Lee Iacocca said, "Listening is the one skill that can make the difference between a mediocre company and a good one."

Become a more effective listener

- BE RECEPTIVE. BE open-minded and responsive. Don't approach listening as if someone is forcing you to change your views. Be objective and willing to consider new information. Give others the right to view the world as they wish. Our mind a parachute have something in come: they only work when open.
- WATCH YOUR NONVERBALS. Because 55% of our face-to-face communication message is transmitted through our body language, we must constantly be aware of our posture, facial expressions, gestures, mannerisms, and our use of space and time. All of them can communicate interest or disinterest. Tone of voice contributes another 38% to the message.
- TAKE NOTES. Taking notes helps you focus on the highlights and prompts the speaker to be more clear and concise. It is especially helpful for visual learners because notes refresh your memory and help you retain information even longer.
- ELIMINATE DISTRACTIONS. At work: Turn papers face down on your desk, don't pick up the phone, and use a neutral area like a conference room or cafeteria for meetings rather than your office. At home: Turn off the radio or television, put down the newspaper, look at the person who is talking.
- EMPATHIZE. Like the old Indian saying, "Don't judge my foot steps until you have walked in my moccasins." Strive to understand as if you were in the person's shoes . . . not as if you were on a debate team listing for incongruities, waiting to make your point to win the match.
- DON'T ADVISE UNLESS ASKED. Refrain from telling people what they *should* do. Instead, be a sounding board as they try to come up with their own solutions.
- DON'T INTERRUPT. Probably the most frequent listening violation is interrupting. Here's some simple, easy-to-follow advice: Count to 3 before you respond to anyone. This ensures the speaker is finished and not just pausing for a breath.
- CLARIFY AND CONFIRM. Practice active listening. Listen for facts and emotion. Decide who owns the problem when there is disagreement and

obvious emotional distress. Take responsibility for your feelings. Let others know you understand theirs.

Listening: A 6 Step Process (Unable to identify source)

Listening is far more than being quiet. It is a 6-step hierarchical process. Stopping anywhere along the line breaks the communication chain.

- SENSING. Hearing is the first step. It is the physiological process where our ears hear sound waves. This is a passive step, but an important one.
- INTERPRETING. To understand this step better, think of human beings as having a giant filtering system. Everything we hear passes through that system, which is made up of our needs, values, beliefs, knowledge, experiences, attitudes. We translate others' words and feelings to fit our needs. Therefore, we must always ask ourselves if we are assigning the meaning to the words that the speaker intended.
- EVALUATING. We decide whether to agree or disagree with the speaker. We often begin this activity too soon, especially when the speaker says something we think is "wrong."
- UNDERSTANDING. Here's where we try to accurately comprehend the meaning and significance of what is being said. We try to understand why people are saying what they are saying.
- RESPONDING. The process includes a verbal or nonverbal reaction from the listener. This is the first time speakers can see and measure their success in being understood.
- REMEMBERING. We must store the information for future use for the communication process to be complete. While 100% goes in, only 25% is retained. Any wonder why such confusion exists about who promised to do what meetings, or at home when we forget at such an alarming rate?

Benefits of Effective Listening

(Adapted from materials developed by UAW Chrysler Training Center in Huntsville, Alabama with funds from NWLP federal grant.)

Industry has found by improving listening skills, the send and receiving of information has also improved. When a speaker sees he has an attentive listener, s/he in return will be more attentive when roles are reversed. Good listening is contagious.

Generally, effective listeners will be more informed individuals. Relationships among people tend to improve with effective listening. When you effectively listen, you allow the speaker "to get what's bothering him/her off his/her chest." The speaker, in turn, feels better about himself and better about the listener. Friendships become strengthened and problems re resolved quicker.

Barriers to Listening

(Adapted from materials developed by UAW Chrysler Training Center in Huntsville, Alabama with funds from NWLP federal grant.)

- Lack of interest, boredom, or laziness
- Noise or distractions
- Language and vocabulary problems
- Prejudgement
- Stereotypes
- Speaker's delivery
- Organizational distance
- Semantic Difficulties --words have varied meanings and some words have high emotional content
- Listening rate about 500 words per minute. Speaking rate is about 125-250 words per minute.

Obstacles to Effective Listening

(Adapted from materials developed by UAW Chrysler Training Center in Huntsville, Alabama with funds from NWLP federal grant.)

Below are obstacles that are often encountered during listening. While it would be nice to pay full attention to everything we hear, it is virtually impossible. The widespread practice of half-listening has become the norm.

When you, as the receiver of a message:

1. Show a lack of interest in what is being said.
2. Fake your interest.
3. Think of other things rather than the speaker.
4. Show an attitude of superiority.
5 Interrupt the speaker continuously.

The message being sent:

1. Is reacted to prematurely.
2. Is judged prematurely.

3. Involves insignificant ideas and thoughts
4. Never gets straight to the heart of the matter.

In your observations of the speaker:

1. You concentrate on the appearance or mannerisms rather than the meaning or purpose of the message.
2. You may react emotionally rather than objectively to the person speaking.

Listening Actively

(Adapted from materials developed by UAW Chrysler Training Center in Huntsville, Alabama with funds from NWLP federal grant, p. 21-23)

"One of the best ways to persuade others is with your ears, by listening to them." Dean Rusk (J. F. Kennedy's cabinet member)

Listening is a skill! It is hard work. For instance, did you know that most of us speak 150 words a minute, (except for true Southerners) but we have the ability to listen to over 1000 words per minute. The difference between the two is the gap that creates an idle mind. What is an idle mind? This is a mind that wonders about other issues not pertaining to what you are discussing or you may even take unintentional meaning to what is being said. True listening skills search for meaning. The listener will withhold judgments, weigh the words, and place himself in the speaker's shoes. Above all, true listening skills are to receive information with as much of it's original meaning as possible.

The need for developing and enhancing listening skills has become more and more important to industry. Time is money, and if employees are having to redo work because of poor listening skills, time and money are lost.

Listening in the workplace is a much more complex process than listening for relaxation or entertainment. Workplace listening requires us to gather , store, retrieve, and ultimately use information. We often forget names of fellow workers and may, at times, forget to follow instructions correctly. Industry is providing training sessions in listening, in hopes of increasing it's efficiency.

Adults gather most information through listening. On an average, an adult spends half of the communicating day listening. But the retention of information an adult receives is only 25% of what was originally received.

This may or may not hold true in all cases. But with practice, listening proficiency can improve.

There are many purposes for listening. We listen for enjoyment, for information, or for critical evaluation. In an ideal situation where listening skills become more productive, we would need to plan our purpose and goals ahead of time. But in reality, this is not always possible. The following are areas that we can be attentive to when we are actively listening. Remember, listening skills can be broken into 5 areas, but they will always be interdependent upon one another.
Aesthetic listening is for enjoyment or to gain sensory pleasure. When you are aesthetically listening, you are trying to visually or identify with what you are hearing. When you listen aesthetically, you tend to have a more meaningful listening experience.

Empathic listening helps us to understand the other person's point of view. Empathy requires sensitivity to, respect for, and interest in others. It also requires a listener to concentrate on the intent and the feelings of the speaker. If you are using empathic listening, you must be careful not to be judgmental, but rather send out supportive feedback. By sending supportive feedback you are creating an environment of trust and openness. Both of these are necessary in effective communication.

Discriminative listening involves tuning in and tuning out what you literally hear. Practice can improve your abilities to discriminate. You automatically tune out sounds daily, therefore it is no surprise that you often unintentionally tune out sounds when you should be tuned in. Discriminating visual signs along with auditory signals will enhance your abilities to be a more sensitive communicator. Alertness to the tone of a voice, gesture, and facial expression will often reveal a truer picture of what is actually being said and meant.

Critical listening involves making a judgmental call on a message that is being sent to you. During this process you are able to question, evaluate, and reason what the message is conveying. You should be aware of the emotions, biases, and reasons for what the speaker is saying to listen critically. The following criteria should be used in evaluating messages:

1. The credibility of the speaker
2. The relevance of the information being transmitted. Is it a fact, opinion, or a rationalization?

Your awareness of these conditions will help you make better judgments in evaluating messages.

Informational listening which is to understand and remember the message. As a member of a term, you may be required to follow explicit procedures in performing your job duties. The messages you receive should be focused strictly on understanding. Judgments and evaluations should be set aside so as not to interfere with fair and accurate decisions.

Since we, as listeners, tend to forget what we've heard, it is often a good idea to take brief notes of what is being said. Your notes should be taken in your won words, unless you foresee a need to quote someone. Using your own words will help reinforce the message being sent. However, caution should be used in changing the words, not in changing the meaning or ideas the speaker is sending.

Listening effectively to your co-workers and others can give you clues as to what they feel, think, and why they do what they do. Your gain from effective listening will be:

New knowledge
A better understanding of other's opinions
Above all, more cooperation among team members.

Effective communication

(Adapted from Listen To Me, Please! . . .Communication
Schnieder and Ehlert, The CAPE Center, Inc. Dallas Texas)

Receiving Messages - Listening

If we listen to others and encourage them to talk, we learn more about their thoughts and feelings.

Check out - Do you mean . . . ? Did you say . . .? I'm not sure I understand. What do you mean?

Recognize feelings - I can see that . . . You look like . . . You sound . . .

Acknowledge ideas - You've got a good point! I never thought about it that way. That makes sense.

Sending Messages - Talking

The way that we say something is important because it often affects how people respond.

Be direct - I need you to . . . It's time to . . . The rule is . . . I expect you to . . .

Be clear - I have to spend extra time looking for the tools when you don't put them back where they belong.
Give reasons - I don't want to loan you my car because I use it every day.

Listening is More than Hearing (Unable to locate source)

- Hearing is a physiological function
- Listening is a voluntary mental function
- Listening is an intellectual and emotional process in which one integrates physical, emotional, and intellectual inputs in search of meaning.
- Listen for both emotional and intellectual content of communication.

Your Experience with Listening (Unable to locate source)

1. Think of the person in your life who is the best listener.
    How do you know they are listening?

    How do they make you feel when they listen to you?

    How do you feel toward them?

2. Think of the person in your life who is the worst listener.
    How do you know they are not listening?

    How do they make you feel when they don't listen?

    How do you feel toward them?

To Become a Better Listener

(Adapted from Leslie E. This, Management Consultant)

- Be aware of the influence of your own biases and prejudices.
- Pay careful attention to what is being said without planning a response to it.
- Be aware of *red flag* words that trigger over-responses.
- Try not to understand things too soon. Don't let yourself get too far ahead of the speaker.
- At useful intervals, try to paraphrase what the other person has been saying. Give the speaker the opportunity to learn what you think you have heard him/her say.

- Listen to *how* the communication is being made. For example, a lowered voice can mean the speaker is emotionally moved. Sudden stammering or speaking very quickly many mean the speaker is embarrassed or not telling the truth.
- Pay attention to nonverbal clues such as facial expressions, gestures, or body movements. Be aware that different cultures give different meanings to the same act.
- Be aware that the listener can also give nonverbal messages back to the speaker. You can encourage the speaker by smiling, nodding, or leaning forward. You can make the speaker 'freeze' by frowning, yawning or looking away.

Memo Memo Memo Memo

(Adapted from materials developed by UAW Chrysler Training Center in Huntsville, Alabama with funds from NWLP federal grant.)

When written communication is necessary at work, memos are typically used. Below you will find a standard form that is sufficient for writing most memos.

To: (full name)

From: (full name or group)

Subject: (Be specific and clear)

Date: (month, day, year)

First sentence of the memo should state your purpose. The body of your memo should be clear, brief and to the point. Memos should be written using complete sentences and contain only pertinent information. When proofreading your memo check for clarity, grammar, and spelling. Remember the person who will be reading this is not you, nor can s/he read your mind. Your message must be clear and complete.

Phone communication skills (Unable to locate source)

Phone communication is deferent than talking face to face. When you talk with someone in person, you use your entire body to communicate. If you are talking with someone on the phone, you can't see their body language or facial expressions (at least not most of us.) Using the phone requires several skills:

1. Clear and precise speaking
2. An appropriate tone of voice for the situation
3. A focused listener

Answer the following questions.

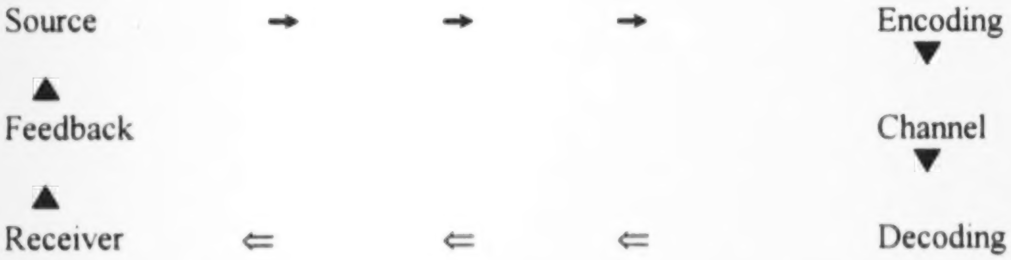
1. How long do your phone calls usually last?
2. Do you do other things while you are talking on the phone?
3. Do you have to repeat yourself during your conversation?
4. Do you say "huh" a lot?
5. How does the person speaking know you are listening?
6. How do you let them know you are listening?

Think about it: Communication

(Adapted from materials developed by UAW Chrysler Training Center in Huntsville, Alabama with funds from NWLP federal grant, p. 10)

Communication is the transfer of meaning! The idea you have in mind has to somehow make it into the mind of your receiver with the original meaning relatively intact. The way this occurs can be though of as a process of events with 6 key elements:

Message Process



When expressing a thought (initiating a communication) you act as the source and begin the communication cycle. The thought you have can be communicated in various ways; by speaking, in writing and through nonverbal signals such as body language. By whatever means, the idea has to be implanted or "encoded" into some symbolic form, or else it will not be received by anyone outside of yourself.

The result of the encoding of one's ideas is the message. This message is sent to the receiver by a *channel*. You many associate channels within your department to be memos, reports, team meetings, the grapevine, newsletters, or an after-hours watering hole. Regardless of how it is transmitted, the message must also be decoded by the receiver for a transfer of meaning to occur. For example, in a report the receiver must understand the language, words, nuances and the *techno-jargon.* **Encoding and decoding processes are dependent on the skills, attitudes, knowledge, and cultural background of the sender and receiver.**

The final link in communication is the feedback loop; a check on how successfully the intended meaning was transmitted and received. Feedback, however, is not always given, nor is it always solicited. So, while the feedback loop represents a type of fail-safe mechanism, it only operates if called into play by the sender or receiver.
In the best of all possible situations, the source encodes a message that is sent to a receiver who is able to decode the message and extract all of the intended meanings. Unfortunately, this is rarely the case. Each element in this flow has potential communication barriers, which may lead to a complete break down. If the encoding is done carelessly, the message will leave in a distorted state; if the message contains strange and confusing symbols (a word like *obstreperous*) the meaning may be lost by the receiver. A message can be distorted by a faulty channel. (You're asking a line employee to tell the Plant Manager that a part is defective and sales will be off?*!*?*); or the receiver can infuse a message with values or attitudes that were never intended by the source.

Your Body Can Speak (Adapted from Wellness Reproductions, Inc. 1992)

Your body has a language of its own. Take a look at your body and the message you're sending to others.

Your eyes: Attempt to be at eye level when communicating with other. Remember, maintaining good eye contact is important. Be aware of eyebrow gestures.

Your Facial Expression: Attempt to keep all facial muscles relaxed. Avoid tightening your jaw, clenching your teeth, and fidgety movements. It is recommended that the facial expression reflect the feeling you wish to communicate.

Your Shoulders and Arms: Attempt to keep shoulders straight and back, arms relaxed and uncrossed. Avoid overuse of shoulder shrugging.

Your Handshake: Attempt to keep handshakes firm and decisive. Remember, not too long, not too short, not too rough, not too flimsy!!

Your Total Body Gestures: Attempt soft, smooth motions, instead of quick, abrupt ones. Be aware of personal comfort zones and maintain adequate distances. Turn your entire body and "face" the person you're communicating with directly.

Suggested Readings

Bozek, Phillip E. *50 One-Minute Tips to Better Communication.* Crisp Publications, Menlo Park, CA. 1991

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Stephen Covey

(Adapted from USA Weekend, Jan 12-14, 1996 article written by Julia Lawlor)

Provo, Utah-- Joshua Covey has just turned 16 and wants to use Mom and Dad's car. In some families, this could be the beginning of a war between the generations. But when your father is Stephen Covey, personal development expert and author of the best seller, *The 7 Habits of Highly Effective People,* there's always Habit 4 to consider (Think win-win, seek solutions that benefit all parties.) Joshua gets the keys to the Bronco as long as he drives responsibly, agrees to chauffeur other family members and does his homework and chores without being reminded.

Simple, right? "The 7 Habits," Covey likes to say, "are really common sense, organized." Yet his message-- stressing such principles as kindness, integrity, honesty, patience and loyalty--has struck an uncommon chord. More than 6 million copies of his book have been sold in North America alone, and it has been translated into 28 languages. From his humble beginnings as a business professor at Brigham Young University, the 63-year -old Covey has become a sought-after speaker who jets around the country commanding $45,000 an appearance. Now that he's conquered the corporate world, he's turned his attention to the building block of society: ***the family.***

According to the director of the Trends Research Institute in Rhinebeck, NY, Gerald Celente, "Covey's ideas may not be revolutionary, but they have captured the attention of millions who yearn for a return to 'moral decency.' This basic message is not being taught at home or school and is not being fostered in the workplace. People are looking for direction. They're lost."

Covey and his wife, Sandra, 59, have nine children, from 16 to 38 years old. His family serves as a laboratory for his ideas. Sixteen years ago, the family actually wrote its own mission statement, one of the cornerstones of Covey's philosophy. The idea is to "begin with then end in mind" by clarifying what's important. What kind of family do you want? How do you want your kids to remember you? What values do you want to impart?

Covey says that when you marry, you come from two different backgrounds, two different scripts. You have to decide what is the script for your marriage. Doing so is not easy, especially if children are involved. The Covey's mission statement took eight months to complete. At one point, on of the sons, Sean, then a football-obsessed teenager, suggested that the mission statement read: "We're one heck of a family and we kick butt." In the end, they agreed on "To create a nurturing place of faith, order, truth, love, happiness, and relaxation, and to provide opportunity for each person to become responsibly independent and effectively interdependent in order to serve worthy purposes in society."

Having a mission statement is only the beginning. Covey says regular family meetings where parents and children plan for upcoming events, talk over problems and measure themselves against their mission statement, are essential to a functioning family.

Though Covey is not a psychologist, (he has an Masters degree in Business Administration from Harvard and a doctorate in education from Brigham Young University) his approach is generally applauded. "These are sound ideas," says Tony Jurich, president-elect of the American Association for Marriage and Family Therapy. "We have this weird notion in our culture that we don't have to think about our families, that they just happen naturally. They don't. The things Covey talks about are normal maintenance families need so they don't fall into disrepair."

Test your family habits

This quiz adapts Stephen Covey's 7 Habits of Highly Effective People specifically to families. **Read each** statement and circle the answer that indicates how well YOU perform in your family in the following areas.

Habit 1: Be pro-active

1. I take responsibility for my moods and actions at home rather than blaming other family members and making excuses.

   3 Always 2 Sometimes 1 Never

2. I consciously work to solve family problems rather than ignoring or avoiding them.

   3 Always 2 Sometimes 1 Never

3. I focus my efforts in the family on the things I can do something about rather than complaining about things beyond my control.

   3 Always 2 Sometimes 1 Never

Habit 2: Begin with the end in mind

4. I help my family develop a clear sense of how we want to treat one another, what we value, and what we want to become.

   3 Always 2 Sometimes 1 Never

5. I've identified the important skills and traits I would like my family members to use in their dealings with others.

   3 Always 2 Sometimes 1 Never

6. I am aware of the unseen potential in members of my family and help them see and realize it.

   3 Always 2 Sometimes 1 Never

Habit 3: Put first things first.

7. I do not allow the important family activities of my life to get lost in the crises and busy activities of my days.

   3 Always 2 Sometimes 1 Never

8. I lead in making special family activities, vacations, traditions, holidays, birthdays, and so on, a priority through long-range planning.

3 Always 2 Sometimes 1 Never

9. I keep promises and honor commitments made to my family.

3 Always 2 Sometimes 1 Never

Habit 4: Think win-win

10. I'm truly happy when members of my family succeed.

3 Always 2 Sometimes 1 Never

11. When solving conflicts in the family, I strive to find solutions that benefit all.

3 Always 2 Sometimes 1 Never

12. I strive to foster cooperation rather than competition among family members.

3 Always 2 Sometimes 1 Never

Habit 5: Seek first to understand, then to be understood.

13. I am sensitive to the feelings of each member of my family.

3 Always 2 Sometimes 1 Never

14. I seek to understand the viewpoints of others.

3 Always 2 Sometimes 1 Never

15. When listening to others in my family, I try to see things from their perspective, rather than just my own.

3 Always 2 Sometimes 1 Never

Habit 6: Synergize

16. Even when I hold strong opinions on issues, I encourage others in the family to express differing viewpoints.

3 Always 2 Sometimes 1 Never

17. I work to find creative solutions to family problems that benefit all.

3 Always 2 Sometimes 1 Never

18. I value and seek out other's insights.

3 Always 2 Sometimes 1 Never

Habit 7: Sharpen the saw (engage in continuous improvement)

19. I help my family take time to find meaning and enjoyment in life.

3 Always 2 Sometimes 1 Never

20. I care for my physical health and well-being and encourage my family to do the same.

3 Always 2 Sometimes 1 Never

21. I encourage my family to develop new skills and abilities through my own example.

3 Always 2 Sometimes 1 Never

22. I build and strengthen family relationships by being considerate and by apologizing when I make mistakes.

3 Always 2 Sometimes 1 Never

Score yourself

Add the numbers next to your answers. If you scored:

50-66--You practice the 7 Habits much of the time in your family. Keep up the good work!

35-49-- You practice many of the 7 Habits. Concentrate on those habits where your score is lower.

22-35--Pick ONE habit and work to improve it for a while before proceeding to another. Remember that lasting change takes patience and perseverance. Save this quiz and take it again in a few months.

Attitude is the mind's paintbrush.

It can color any situation.

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